DOCUMENT RESUME

ED 163 481 CS 204 551

AUTHOR	Evanechko, Peter; And Others
TITLE	Language: B.C. (British Columbia); An Assessment of the English Language Arts. Part 1. A Report Dealing with Goals.
INSTITUTION	British Columbia Dept. of Education, Victoria.
PUB DATE	Oct 76
NOTE	123p.; For related documents, see CS204550-553
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	Composition (Literary); *Educational Accountability; *Educational Assessment; *Educational Objectives; Educational Practice; Elementary Secondary Education; English Instruction; Kindergarten; *Language Arts; Literature; Measurement Goals; *Program Evaluation; Reading; Speech Communication; Surveys; *Teacher Attitudes
IDENTIFIERS	*British Columbia

ABSTRACT

The first segment of a long-term educational assessment plan, for which this three-part report was compiled, called for a study that would survey the status of English language arts programs in the province of British Columbia and serve as a pilot for future assessment programs. This portion of the study deals with the initial phase of the language arts assessment in which teachers and trustees were asked to describe the desirable learning outcomes of English language arts as well as the existing methods and materials in use in their classrooms. The seven chapters present the findings as follows: the general goals of the language arts/English program in the areas of speaking, listening, written composition, reading, and literature; general reasons for including kindergarten in the school system; teacher rankings on instructional goals in reading, written language, literature, and oral communication in the context of an ideal or future-oriented program; and specific ideal objectives in the major areas of language arts and English instruction on the secondary level. Each chapter offers general goals; specific learner outcomes for each language arts skill; comparisons, interpretations, and implications of specific findings; and relevant tables and charts. (MAI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED163481

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

L A N G U A G E: B. C.

An Assessment of the English Language Arts

PART 1

A REPORT DEALING WITH GOALS

Prepared for the Learning Assessment Branch of the British Columbia Department of Education by the following Survey Team:

Peter Evanechko - Chairman - Faculty of Education
Robert Armstrong - Faculty of Education
Jean Dey - Faculty of Education
Terry Johnson - Faculty of Education
Kerry Quorn - Faculty of Education
Nelson Smith - English Department
of the University of Victoria

With the assistance of:

John Harker - Faculty of Education
Richard Monk - Faculty of Education
of the University of Victoria

October 1976

THE DEPARTMENT OF EDUCATION

PROVINCE OF BRITISH COLUMBIA

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

British Columbia
Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

CS204551

MANAGEMENT COMMITTEE

Jerry Mussio - Chairman	- Department of Education
Robert Aitken	- Alpha Secondary School, Burnaby
Olga Bowes	- Department of Education
Jean Dey	- Faculty of Education, University of Victoria
Peter Evanechko	- Faculty of Education, University of Victoria
Alex Holm	- Department of Education
Wes Knapp	- BCTF Professional Development Division
Theresa Kratzer	- Principal, Queen Mary Elementary, N. Vancouver
Viviane McClelland	- Secondary Consultant, Richmond School District
John McVicar	- Delview Jr. Secondary School, Delta
Doreen Radcliff	- Curriculum Coordinator, Primary & Pre-school, Victoria School Board #61.

TABLE OF CONTENTS

	Page
Introduction	1
Chapter 1, General Goals of the Language Arts	9
Chapter 2, Elementary Language Arts: Kindergarten	15
Chapter 3, Reading	31
Chapter 4, Written Language	51
Chapter 5, Elementary Language Arts: Literature	64
Chapter 6, Oral Communication	77
Chapter 7, Secondary Language Arts/English	100

INTRODUCTION

The need for a continuing assessment of the progress of education in British Columbia arises from the great demands which are now being made on education. To satisfy these demands, taxpayers are being asked to furnish far greater resources for the educational system than ever before, and much more is being requested. It is becoming increasingly clear that the resources required cannot be provided unless the greatest care is taken in their allocation and use.

For many years, legislators and educators have made decisions which have affected the course of education in the province and determined the expenditure of increasingly large sums of money. To this date, the reason for changing educational policy or investing more money in the school system has been equated with lower drop-out figures, a greater variety of course offerings and other such indicators. The underlying assumption has been that the quality of education - what students actually learn - is somehow related to such factors.

The lack of information, on a province-wide basis, describing what is being learned in the schools has become a major concern to many people within the educational system. In response to this general concern, the Department of Education established a Joint Committee on Evaluation in the fall of 1974 to advise the department on the development of a long-term assessment plan in British Columbia. About the same time, a team of researchers from the University of Victoria was retained by the Department to conduct a study in the English Language Arts. This study was subsequently launched as a survey of the status of the Language Arts and as a pilot for future assessment programmes.

Purpose of Assessment

It has been recognized that for an assessment to be maximally effective, it is necessary that it be designed to assess the real needs in the province.

The information from the assessment will be used to provide the public and educators with a better understanding of the strengths and weaknesses of the public school system. It is intended that the information resulting from the Language Assessment will be used in the development of curricula at both the provincial and local levels. The results should also indicate directions for teacher education and professional development. In addition, it is expected that educational research questions will be raised and priorities for resource allocation indicated. Since many assessment activities are being attempted for the first time, an additional purpose of the Language Assessment is to contribute to the improvement of future assessments.

Components of Assessment

The following three components of an assessment programme were identified by the Joint Committee on Evaluation for the survey:

1. Goals Assessment - designed to identify and appraise the desired learning outcomes of the English Language Arts. Goals extant in the field were adopted and/or adapted by the Survey Team and new goals were developed by team members and teacher consultants.
2. Outcomes Assessment - designed to survey student knowledge and skills as related to the desired learning outcomes. Tests in Reading at the Grade/Year 4 level and Written Composition at the Grade/Year 8 and 12 level were developed by the Survey Team and the teacher consultants.
3. Discrepancy Analysis - designed to identify the difference between the desired outcomes and the degree to which they are being met by pupils. This analysis will include an examination of methodologies and instructional materials being employed. While discrepancies between goals and performance may be caused by

various factors such as student and community variables, the assessment will focus on the relationship between teaching goals and teaching approaches.

This report deals with the results of the Goals Assessment of the Language Arts.

Organization of the English/Language Arts Assessment

In the first phase of the Assessment, which was conducted during May and June of 1975, teachers and school trustees were asked to describe the desirable learning outcomes of the English Language Arts. In addition, teachers were asked to describe existing methods and materials being employed in their classroom. Questionnaires were prepared for this phase of the assessment and were directed at teachers of Kindergarten and grades 1, 3, 7, 8, 11 and 12. For grades 1, 3 and 7 four questionnaires were prepared: Reading, Oral Communication, Written Language and Literature. Separate questionnaires were prepared for kindergarten and secondary English. A questionnaire was also prepared and mailed to every school trustee in the province. The goals statements in the trustees' questionnaire were adapted from the teacher questionnaire to ensure clarity of meaning. Development of the questionnaires proceeded through several stages. After the research team had formulated the overall design and conceptual framework for the survey, individual members prepared drafts of questionnaires in their own area of expertise. These drafts were reviewed by the entire team and rewritten. A subsequent draft was examined by the management committee and a review committee comprised of academics and teachers in the field. At this time also, a pilot study using the instruments was conducted in the Sooke School District. In addition, members of the Technical Advisory Committee made suggestions for change. All information from the above sources was used in the final draft of the questionnaire.

In the second phase of the study, conducted in January, 1976, pupil performance in selected areas of the Language Arts programme was assessed. The areas chosen were Reading at Grade/Year 4 and Written Expression at

at Grade/Year 8 and 12.

Results from the first and second phases will be combined to identify discrepancies between the desired outcomes in Reading and Written Composition and the level of pupil performance. Many factors may affect pupil performance. One of the most important of these is the nature of the student. Information on methods and materials provided by the teachers will be used in an effort to identify some of the reasons why any discrepancies exist. In areas other than reading and written composition, only the relationship between desired outcomes and instructional practice will be examined.

The following is a breakdown of the questionnaires sent and returned by grade.

	Number sent	Returned Complete	% Completion
Kindergarten	765	663	87%
Grade 1	2016	1756	86%
Grade 3	2010	1695	84%
Grade 7	2609	1767	68%
Grade 8	936	810	87%
Grade 11	397	350	88%
Grade 12	305	274	90%
TOTAL	9038	7315	81%

The entire population of kindergarten teachers was mailed the kindergarten questionnaire. Similarly all teachers of English 8, 11 and 12 were mailed the secondary questionnaires. A sampling approach was used at grades 1, 3 or 7 so that each teacher who was teaching language arts was asked to respond to only one of the four elementary questionnaires.

The relatively low return rate at the grade 7 level can be explained by the fact that many grade 7 teachers specialized in teaching certain courses with the exclusion of others. Hence, many grade 7 teachers who were mailed the grade 7 questionnaires were not, in fact, teachers of language arts.

The entire population of 500 trustees in the province was mailed a questionnaire designed to obtain information describing the different desirable goals of a language arts programme as perceived by the public. A total of 228 questionnaires or 46% were returned complete. Since a non-response bias check was not performed, it should be noted that it is difficult to determine whether the 46% sample is representative of all trustees. Hence, these results should be treated with a degree of caution.

The reader of this report should also be aware of some of the limitations of a survey such as the present. The questionnaire format for gathering information, although widely used, has certain weaknesses. First, the information to which individuals respond is limited by virtue of the optimum size of the questionnaire, the nature and format of questions and the knowledge of its developers. In the case of this survey, questionnaires were made as comprehensive as possible in view of information from the pilot study. Information for inclusion was sought from all relevant sources including teachers. Write-in responses were also encouraged. Second, accuracy of responses cannot be determined without some procedure for independent checks of the information. For the English/Language Arts Survey, the importance of accurate information was stressed and this along with the provision of respondent anonymity was considered to provide for reliability. Third, statements and questions may be differently interpreted by respondents. In an attempt to remove this variable, the questions in this survey were piloted and critiqued to eliminate problems of interpretation.

While it is accepted that a questionnaire may provide data with limited reliability, all possible means to ensure reliability have been taken in this survey

REPORT ON GOALS

a. Nature and Purpose

This report presents the results from the first phase of the Language Assessment, specifically the goals of the several areas of the Language Arts/ English programme are examined. These learning outcomes were considered in

respect to scope and priority by the teachers and trustee respondents for each of the areas of the Language Arts as noted earlier. Summary data are presented and discussed. These data reveal the respondents' perceptions of the nature and relative importance of instructional goals in the Language Arts/English programme K-12.

b. Source of Data and Presentation of Findings

Learning outcomes in the several areas of the English Language Arts were identified from among the following sources: curriculum guides for the provinces of Canada, research and literature in the field, including the Instructional Objectives Exchange and the National Assessment of Educational Progress, and the research and conceptualization of members of the research team. Within each area several major skill categories were identified along with a number of subskills comprising each skill category.

Members of the research team with expertise in a particular area of the Language Arts/English program assumed the responsibility of making an initial selection and organization of skills. Following this conceptualization of instructional goals in each area, an internal review was conducted by the research team to allow input from other team members. The next stage was the preparation of a draft questionnaire and a pilot study in the Sooke School District where teacher opinions on the goals was sought. At this time also, academics from other B.C. Universities provided reactions to the statements. These review activities resulted in the statement of goals used in the questionnaire.

The teachers examined the subskills in light of their future or anticipated programs. Trustees reacted to a list of the same skills stated in less detailed terms. The context of the response was set as the period when..."(the student) is completing Grade 7 and would be about 12 or 13 years of age." In addition respondents were asked to respond"...in terms of the knowledge, skills and attitudes that are needed by these students in order to further their individual development and contribute to society in general." Responses to the statements of learning outcomes were made using the following scale.

Essential	1
Important	2
Of Moderate Importance	3
Of Little Importance	4
Of No Importance	5

Means values[1] are presented as an indication of the central tendency of response to each skill category and the subskills within each category. For example, a mean value of 1.7 indicates general agreement that the skill ranks between "Essential" and "Important" as a learning outcome. In some cases, percentage figures of those responding to each value are given when this may help explain the teachers' responses. The discussion which follows each table describes the data which has been presented. After the presentation of the data the findings are summarized, conclusions drawn and implications presented.

c. The Total Curriculum and the Individual Chapters

Authorities in the field of Language Arts instruction generally favor an integrated view of the Language Arts Curriculum.[2] The writers of this report agree with this view. This view holds that the seperate aspects of language modes examined in each questionnaire are not, in fact, used or taught seperately in the classroom. They are, rather, generally used and developed together for the purpose of enhancing communication and enabling skill development in one area to reinforce growth in another area. While this position is

---

[1] As a rule of thumb, where the difference between two means is .2 or greater, this difference is statistically significant ($p<.05$). (Based on conservative assumptions that sample size = 300 and standard deviation = 1.2).

[2] Smith, E., Goodman, K., and Meredith, R., Language and Thinking in the Elementary School, Toronto: Holt, Rinehart & Winston, Inc. 1970.

held to be the one most nearly reflecting the nature, function and development of language, it is not an appropriate basis for a report on the goals of instruction in the discipline. In order to fully examine learning goals in each aspect of the Language Arts, the total integrated curriculum has been analyzed into its major components representing both the receptive and expressive language modes of Listening and Reading and of Speaking and Writing as well as the content fields of Kindergarten Language Arts, Elementary Literature and Secondary English/Language Arts. Seperate sections of the present report, therefore, are devoted to the goals of instruction in each of these areas. The reader is asked to view each of these sections as part of a whole, that being the integrated Language Arts/English curriculum practised in most classrooms.

A further point relates to the source and nature of the learning goals presented. There are basically two sources of learning goals which may be tapped for information on instructional goals. The first of these, and the one used in this report, is the direct statement of objectives from the teacher. These are goals which the teacher can identify in a list or articulate when queried about his or her objectives. The second, which will be reported in the Discrepancy Analysis portion of the survey, is the teacher's total instructional program including methodology and instructioal materials. There is an implicit set of goals which underlie the classroom program that the teacher is sometimes not aware of on a conscious level. The present report focuses only on the first of these two types; the second will be incorporated into the discrepancy analysis phase of the assessment. The reader is asked to view the goals as only part of the total picture, more specifically, part of the total ideal picture, in that a major part of this report deals with teachers' views of an ideal Language Arts/English curriculum rather than the existing one.

d. Organization of the Report

This report is divided into seven chapters. Chapter 1 presents the findings related to the general goals of the Language Arts/English program. Chapter 2 presents the findings with respect to the goals of Kindergarten Language Arts, while Chapter 7 reports on Secondary English goals. Chapters 3 through 6 report consecutively on instructioal goals for Elementary Reading, Writing, Literature and Oral Communication.

CHAPTER I

GENERAL GOALS OF THE LANGUAGE ARTS

As noted in the introduction, each questionnaire booklet was designed to solicit detailed information about one aspect of the Language Arts Curriculum. It was recognized early in the study that in addition to the collection of data of a specific nature, it would be desirable to obtain a general overview of how teachers and school trustees perceived the relative importance of each major component of the Language Arts Curriculum. The major components were defined as follows:

SPEAKING

Use appropriate voice and speech skills. Speak with fluency and precision. Appreciate the relationship between speaking and listening. Understand the effects of and use a variety of techniques in oral communication.

LISTENING

Comprehend fully and accurately in all listening behaviours. Evaluate what is heard. Appreciate and enjoy listening experiences.

WRITTEN COMPOSITION

Use written language fluently and effectively. Exhibit skill in the use of various kinds of writing (narrative, descriptive, expository) for various purposes, and in structure and unity. Show concern for appropriate use of the mechanics of writing such as handwriting, spelling and punctuation.

READING

Comprehend and evaluate ideas, apply skills and techniques appropriate to the materials, locate and use information efficiently, attack new words.

LITERATURE

Demonstrate a wide familiarity with, and understanding of, the best in literature of all types. Make useful associations between literature and the world as it is experienced.

SCHOOL TRUSTEES' RESULTS

School trustees were asked to rank the above goal areas "in order of their importance in adult life." Each trustee was asked to use the number 1 for the area viewed as "most important", 2 for the next in importance and so on to 5, which was defined as "least important".

In Table 1-1, the mean score is presented. These goals are ordered in terms of the mean score for each item.

TABLE 1-1

Ranking of General Goals by Trustees

(n=228) Mean Values

Goal	Mean Rank[1]
1. Speaking	2.1
2. Reading	2.2
3. Listening	2.5
4. Writing	3.1
5. Literature	4.7
(Possible range: "1" = most important	"5" = least important)

Discussion:

As can be seen in Table 1-1, trustees as a group ranked speaking and reading skills significantly higher than listening, writing and literature in terms of their relative importance in adult life. Of the five areas, Literature was considered by far to be least important. (The difference in means between reading and speaking is not significant.)

This pattern was also reflected in the statements supplied by the 60 school trustees who chose to comment on the general goals. Although considerable stress was placed on the inter-related nature of all language skills, there was a markedly greater concern over the importance of speaking and listening skills in communicating with others as compared with other language functions.

---

[1] If the difference between means is .3 or greater, there is at least a 95% chance that this is a true difference and not due to a random set of fluctuations.

Some trustees noted that there appeared to be a difference between the "outside" world and the "world of school" in terms of how language was used. Where schools tended to stress the academic use of language, it was suggested that in view of the various persuasive techniques used in the mass media, greater attention ought to be placed on the individual's ability to appraise language techniques critically.

There was general recognition among the 60 trustees who provided comments, that pupils differ widely in their abilities and interests. Literature was mentioned in this context several times and there was general support of an approach to literature that avoided stress, encouraged enjoyment and allowed considerable choice of material.

A number of comments from the trustees revealed a feeling that instruction in grammar was being de-emphasised to the detriment of the pupils' verbal facility in all modes of expression.

Speaking and Reading skills both were deemed of greatest importance among the general language goals in the view of the trustees.

TEACHER RESULTS

Teachers at each of the grade levels surveyed were asked to indicate the relative importance of each of the five areas of the language arts at the respective grade levels. For example, all grade 1 teachers of language arts who were surveyed were asked to indicate the relative importance of the five components of language arts in terms of the emphasis that should be placed upon them in a grade 1 programme.

The method of paired comparisons[1] was used in this section where sequential pairs of language arts areas were presented to each respondent who was asked to select in each case the more important of the two.

---

[1] see W.S. Torgerson, Theory and Methods of Scaling. New York, John Wiley & Sons, 1960

KEY

R: Reading
S: Speaking
Lis: Listening
W: Writing
Lit: Literature

Table 1-2

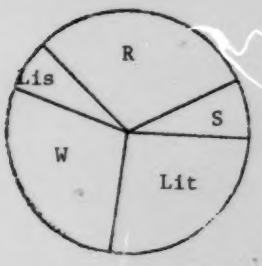
Relative Importance of Each Area of the English Language Arts.

Trustees[1]

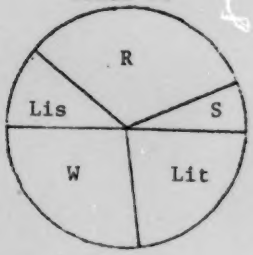
[1]Trustees were asked to rank the five goal areas in terms of their importance in adult life.

Teachers[2]

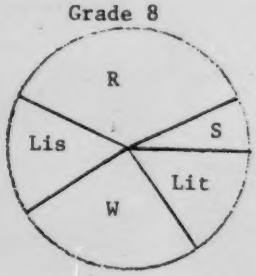
Grade 12



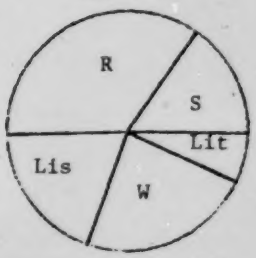
Grade 11



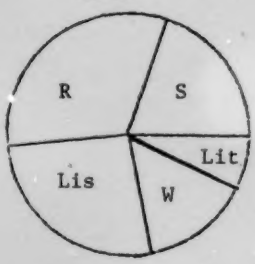
Grade 8



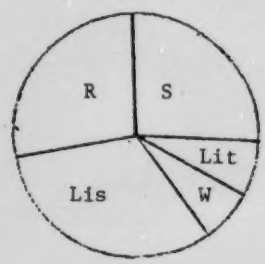
Grade 7



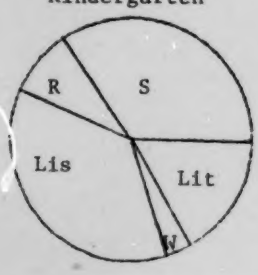
Grade 3



Grade 1



Kindergarten



[2]Teachers ranked the five goals in terms of the emphasis that each should receive at the respective grade levels

INTERPRETATIONS AND IMPLICATIONS

Table 1-2 summarizes the pattern of responses. Each circle in the table is divided according to the relative emphasis assigned to each of the five areas by teachers and trustees.

From Table 1-2 an interesting and predictable pattern is evident in reviewing the relative emphasis placed on Reading and Writing as opposed to Speaking and Listening. In kindergarten the oral communication skills are viewed as the most important skill areas in the curriculum and Reading and Writing as least important. This pattern undergoes a gradual and understandable shift to the point in Grade 12 where the ranking is reversed. Teachers' responses appear to reflect the changing use of language modes over the school years. Oral language is used and emphasized more in elementary grades and written language more in senior grades.

These views, while representative of current attitudes, suggest that teachers in the higher grades may not be fully convinced of the research evidence which shows that oral language skill development should continually precede skill development in other modes of language.[1]

Literature, while receiving some stress at the kindergarten level, is ranked least in importance in grades 1, 3 and 7. It appears that secondary teachers, on the other hand, feel that Literature ought to receive more emphasis to the extent where it is viewed as being more important than Speaking and Listening in grades 11 and 12. It should be noted that all teachers at the grade K-7 level responded to questions on general goals while only English teachers answered the questionnaires in grades 8, 11 and 12.

Trustees, as a group, felt that speaking, reading and listening skills are most important, followed by writing. The area of literature was ranked

---

[1] Loban, W., The Language of Elementary School Children, National Council of Teachers of English, 1963, Research Report No. 1

lowest of the five by the trustees, though it received strong support from secondary teachers. These responses indicate a need for continuing discussion and clarification of language goals, especially at the secondary level, between the profession and the public.

CHAPTER 2

ELEMENTARY LANGUAGE ARTS: KINDERGARTEN

ABSTRACT

The area of Kindergarten Language Arts was divided into ten general purposes, eight goals, six categories of specific skills with several subskills in each category. In general these purposes, goals and categories of skills seemed highly acceptable to teachers.

In respect to the general purposes of the Kindergarten Language Arts the majority of respondents belived that the affective outcomes of Kindergarten are of major importance as are identification and correction of learning disabilities along with the development of language skills.

All of the general goals of the program were judged to be at least "Important" with the most highly rated item being the ability to communicate with others.

The learning outcomes category focussing on attitudes, appreciations and understandings was very highly rated by respondents, being considered "Essential" or "Important" by a majority of the teachers as were the categories dealing with listening and speaking skills, auditory and visual perception and motor skills. In general, the simpler, more basic subskills in each category were rated more highly than the more complex skills.

There was a general concern, expressed in teacher comments, for what was thought to be an increased tendency in Kindergarten classes to conduct a watered-down Grade 1 formal program. Teachers hoped this trend would not be continued or accelerated.

ORGANIZATION OF THE CHAPTER

The report has been organized around six main headings. Part A deals with general reasons for including Kindergarten in the school system. Part B is concerned with the General Goals of the Kindergarten Language Arts Programme and Part C deals with Learning Outcomes and Sub-skills of the ideal Kindergarten Language Arts Programme. Part D presents a comparison of the purposes and desired learning outcomes in Kindergarten, Part E contains the summary and conclusions and the last section, Part F, presents the interpretations and implications of the chapter.

In the tables which follow, the mean values are presented as an indication of the central tendency of response from the 664 teachers who participated in the survey. They have been arranged in the order of the priority assigned to them by the respondents.

A. GENERAL REASONS FOR INCLUDING KINDERGARTEN IN THE SCHOOL SYSTEM

Table 2-1 Mean Values *

General Reasons for Including Kindergarten in the School System

a.	To develop a positive self-concept to increase the probability of reading success.	1.3
b.	To make the transition from home to school less traumatic	1.5
c.	To provide for an early observation period to diagnose and correct learning problems	1.7
d.	To provide a foundation for the Language Arts	1.8
e.	To compensate for a deprived environment	2.0
f.	To improve the chances of success in the primary grades	2.1
g.	To provide educational instruction for children who mature early	2.5
h.	To make an early effort to involve parents in the educational system	2.6
i.	To decrease the learning burden of Gr. I by assuming some of the content usually assigned to that grade	3.7
j.	To provide for a longer time in school in order to master the increasing number of skills and body of knowledge required	3.8

* 1. Essential 2. Important 3. Moderate Importance 4. Little Importance 5. No Importance

Discussion

The data show that the majority of Kindergarten teachers felt that the affective outcomes of the Kindergarten experience were of major importance (a), (b), (e). The early identification and correction of learning disabilities, coupled with the development of language skills, also held high priority (c), (d). There appeared to be greater concern for the compensatory function of the kindergarten for the child from a deprived environment than for the provision of intellectual stimulation for the able child. Comments revealed that the respondents deplored the pressures to provide advanced instruction through the transfer of children to Grade I situations.

Attitudes toward parent involvement in the educational process were mixed with 63% of the respondents attaching "Important" or "Of Moderate Impotance" to this purpose. While 16% felt that it is "Essential", 19% of the teachers responded that it was of "Little" or "No Importance".

Opinions were clearly against the suggestion that more content should be taught earlier. In each of the last two categories, Items (i) and (j), 61% of the teachers felt that the presentation and mastery of knowledge and skills was of "Little" or "No Importance" in the Kindergarten. Between 21% and 26% ascribed only "Moderate Importance" to these outcomes.

B. GENERAL GOALS OF THE KINDERGARTEN LANGUAGE ARTS PROGRAMME

Table 2-2 Mean Values
General Goals of the Kindergarten Language Arts

a.	To develop the ability to communicate with others; express ideas	1.2
b.	To use language as a social tool, i.e. to talk freely and easily, listen to others, etc.	1.3
c.	To develop fluency and naturalness of expression	1.5
d.	To express ideas in an organized fashion	1.7
e.	To develop the ability to name, describe and classify objects common in the environment	1.8
f.	To form habits of correct usage	2.0
g.	To develop the ability to speak distinctly in a pleasant voice with good control of volume and tone	2.1
h.	To learn about the language, e.g. a system of sounds that conveys meaning only in words and sentences, etc.	3.0

Discussion:

A high percentage (98) of the teachers gave first priority to the development of the ability to communicate rating this item as "Essential" (81%) or "Important" (17%). The second priority (b), To use language as a social tool, was regarded as "Essential" or "Important" by 95% of the teachers responding to the questionnaire. Fluency and naturalness of expression, the third priority (c), was also rated generally in the "Essential" category (53%). Only 7% of the respondents considered this outcome of "Moderate" or "No Importance".

The least outcome listed was "to learn about the language system". The responses to this outcome produced an almost perfect 'normal' curve. It appeared that the teachers were more concerned with the global goals of language development than with the individual or contributing goals. However, all of the goals, with the exception of item (h), were judged to be within the "Important" or "Essential" range.

C. LEARNING OUTCOMES AND SUB-SKILLS IN THE IDEAL KINDERGARTEN LANGUAGE ARTS PROGRAMME

Table 2-3 Mean Values
Attitudes, Appreciations, & Understandings

a.	A positive concept of self and others	1.1
b.	A desire to learn	1.2
c.	An interest in books	1.5
d.	An appreciation of stories and poetry	1.6
e.	The understanding that writing represents speaking	1.8
f.	An understanding of the conventions of the language, e.g. sentence structure, left to right progression	2.2

Discussion:

With the exception of Item (f), all of these outcomes were rated as "Essential" and "Important" by between 80% and 98% of the respondents. Even this exception to the trend was viewed as of "Moderate Importance" to "Essential" by 91% of the teachers.

It was evident that the teachers in B.C. Kindergartens were concerned with the development of positive attitudes towards learning and with increasing appreciations and understandings related to the fundamental aspects of the Language Arts at that level.

Table 2-4 Mean Values
Listening Skills

a. The ability to give attention to what is said	1.2
b. The ability to follow oral directions	1.4
c. The ability to listen courteously	1.4
d. The ability to listen to gain information	1.5

Discussion:

Listening sub-skills were highly endorsed by most of the teachers, being rated "Essential" in the majority of responses to each item.

These data reveal that teachers perceived the importance of developing the ability to attend, to listen to others, and to follow oral directions.

Table 2-5 Mean Values
Speaking Skills

a.	Possess an adequate vocabulary to communicate his/her thoughts to others	1.4
b.	The ability to speak in sentences	1.9
c.	The ability to retell a story in sequence	2.0
d.	The ability to speak distinctly and expressively with few instances of immature speech	2.1

Discussion:

While 61% of the respondents felt that having an adequate vocabulary was "Essential", this item was rated as "Important" by 34% of the teachers accounting for 95% of the responses. Less than 2% thought that sub-skills (b) and (c) were of "Little" or "No Importance." Immature speech at this level did not seem to be a concern for 4% of the respondents.

Although Speaking Skills were rated highly, they did not appear to assume the importance of Listening Skills except in the general sense of being part of the communication process.

Table 2-6 Mean Values
Auditory Perception Skills

a.	Auditory perception of sound	1.4
b.	Auditory memory of sound	1.9
c.	Auditory discrimination of speech sounds, e.g. initial consonants	1.9
d.	Auditory perception of rhyme	2.0

Discussion:

The ability to perceive sound was rated "Essential" or "Important" by a total of 95% of the respondents. Similar ratings were given to sub-skills and (c) by 80% of the teachers. Fewer than 2% rated any of the sub-skills (b), (c), and (d) "Of Little Importance".

The responses in the area of Auditory Perception appeared to be closely linked to the importance attached to Listening and Speaking Skills in that none of the sub-skills was considered unimportant.

Table 2-7 Mean Values
Visual Perception Skills

a.	Visual perception of shape, size, colour	1.4
b.	Visual memory of form	1.9
c.	Visual discrimination of upper and lower case letters	2.3
d.	Alphabet skills (recognition of the letters)	2.4

Discussion:

The broad sub-skills listed in Item (a) received a high rating from 96% of the teachers. The values dropped sharply for the other sub-skills with from between 37% to 43% of the opinion that items (c) and (d) were of "Moderate", "Little", or "No Importance". The respondents appeared to be of the opinion that the ideal programme need not include as much emphasis on activities dealing with the discrimination or naming of the letters as upon the more generalized aspects of visual skills.

Table 2-8 Mean Values
Motor Skills

a.	Gross motor skills, e.g. running, skipping, throwing, balancing	1.5
b.	Hand-eye co-ordination, e.g. cutting along a line	1.8
c.	Dominant handedness established	2.0
d.	Ability to follow a line of printing from left to right	2.1
e.	Ability to print own name and a few common words	2.3

Discussion:

These five motor skills were rated "Essential" or "Important" by 79% of the respondents. Sub-skill (a) was thought to be "Essential" or "Important" by 53% and 40% respectively. The rating of Items (d) and (e), the ability to follow a line of print, and to print his/her name and others words, were noted "Essential" or "Important" to 71% and 63% of the teachers who responded to the items.

The gross motor skills and those which are used frequently in the programme of the Kindergarten were regarded highly. The more complex skills related to the more formal programme of the Language Arts were not thought to be as important.

D. COMPARISON OF PURPOSES AND OUTCOMES

Although the outcomes proposed in the ideal programme are not identical with those in the other two lists, there is some value in examining characteristic responses. An attempt has been made to compare one reason for including Kindergarten in the school system with related sub-skills of the ideal Language Arts Programme.

Table 2-9 Mean Values

Comparison of Purposes for Kindergarten and Desired Learning Outcomes.

Purpose of Kindergarten	To decrease the learning burden of Grade 1 through assuming responsibility for some of the content usually assigned to that grade.	3.8
Outcomes of the Ideal Kindergarten Language Arts Programme	The child should have:	
	a. The understanding that writing represents speaking.	1.8
	b. The ability to listen to gain information.	1.4
	c. The ability to retell a story in sequence.	2.0
	d. Auditory discrimination of speech sounds.	1.9
	e. Auditory perception of rhyme.	2.0
	f. Visual discrimination of letters.	2.3
	g. Alphabet skills (recognition of the letters).	2.4
	h. Hand-eye co-ordination.	1.7
	i. The ability to follow a line of printing.	2.1
	j. The ability to print his/her own name and a few common words.	2.3

Discussion:

In this comparison of a purpose and the outcomes of the programme, there was a marked contrast between purposes for including Kindergarten in the school system and the outcomes of the ideal programme. The sub-skills from the ideal programme were endorsed with from 55% to 92% of the respondents rating them as "Essential" or "Important." There are two possible explanations for this discrepancy. First, the Kindergarten teachers might have interpreted "decreasing the learning burden at the Grade 1 level" as implying that formal reading should begin in Kindergarten. Another hypothesis might be that the sub-skills listed are already part of the unstated Kindergarten curriculum and therefore are not viewed as "content usually assigned to Grade 1." Yet these skills are basic to beginning reading and without Kindergarten experience, children would have to acquire them at the Grade 1 level.

E. SUMMARY AND CONCLUSIONS

In general, the six areas of outcomes and sub-skills seem acceptable to the teachers. Few items were added in the space provided. About 10% contributed desired attitudes, appreciations, and understandings to the list, while less than 5% wrote in additional Listening, Speaking, Auditory and Visual Perception, or Motor sub-skills. While there were some whose order of priorities would put early instruction in Language Arts readiness skills in the Kindergarten in first place, the majority of comments written in by the teachers were in agreement with the data presented above.

Concern was expressed for what is thought to be an increasing tendency for Kindergarten programmes to be a watered-down version of a formal Grade 1 programme. Many teachers expressed a hope that the outcome of the survey would not be a return to what they term 'a traditional approach' of excessive drills and mechanical modes of instruction.

It appeared that most of the teachers were of the opinion that all children of Kindergarten age, regardless of their maturity level, can benefit from the informal experiences and activities of the Kindergarten year. The development of a positive concept of self and of others and the inculcation of an interest in learning were of the highest priority in the programme (Tables 2-1 and 2-3).

The early identification and remediation of probable learning difficulties before the children encounter more formal educational tasks was seen as a function of the Kindergarten. Included in this function is the opportunity to intervene with regard to less serious deficiencies caused by environmental factors, maturational patterns and social/emotional development (Table 2-1).

Providing a foundation for the Language Arts by developing Listening, Speaking, Auditory and Visual Discrimination and Psycho-motor Skills at a basic level, was viewed as a function of the Kindergarten Programme (Tables 2-1, 2-2).

The data and teachers' comments supported the idea that more co-ordination of the Kindergarten and Primary Grade Programmes would result in a greater understanding by all teachers of the expectations upon them and a more effective transition for the children from one level to another (Table 2-1).

F. INTERPRETATIONS AND IMPLICATIONS

The authors present the following interpretations and implications as they arise out of the findings and conclusions from this part of the questionnaire:

1. Due to the perceived importance of providing a foundation for Language Arts, the Elementary Language Arts Committee should consider including Language Arts in the Kindergarten when revising the Language Arts Curriculum.

2. As seen in the comments and data upon coordination of the Kindergarten and primary programmes, the Kindergarten should be included in the hierarchy of 'levels' if the concept of continuous progress in the Language Arts is to be retained.

3. In light of teachers' opinions concerning development of attitudes, those attitudes, appreciations, understandings, and skills basic to the Language Arts which can be attained without undue formality and pressure should be clearly defined for the Kindergarten Curriculum. This should provide a learning continuum of language experiences from Kindergarten throughout the elementary grades.

4. Noting the high ratings given to the early development of basic skills, Kindergarten should have a specific curriculum and not be merely a watered-down imitation of the Grade 1 programme.

CHAPTER 3

READING

READING

Comprehend and evaluate ideas, apply skills and techniques appropriate to the materials, locate and use information efficiently, attack new words.

ABSTRACT

Teachers from Grades 1, 3 and 7 ranked 68 specific outcomes of an ideal reading programme. These specific outcomes were grouped under 14 general outcomes. The most important specific outcome for an ideal reading programme is "Uses phonics - to blend sounds into word wholes"[1] according to Grade 1 and 3 teachers, while Grade 7 teachers chose "Locates information - uses indexes" as most important. Teachers at all three grade levels agreed that "Applies appropriate reading skills-evaluates the author's qualifications" was the least important specific outcome. The range of average scores (mean ratings) was considerably greater for the Grade 1 (1.4 - 4.0) teachers than the Grade 7 (1.5 - 2.9) teachers. This may indicate that Grade 1 teachers have stronger feelings about the reading programme or more precise reading goals than Grade 7 teachers. This may also reflect the attitude that Grade 1 teachers teach reading while Grade 7 teachers teach subjects.

ORGANIZATION OF THE CHAPTER

This chapter is divided into four sections. Part A deals with findings arising from teacher rankings on instructional goals in the context of an ideal or future oriented program. A discussion accompanies the tables presenting the data. Part B deals with learning outcomes as regarded by school trustees who ranked the outcomes in reading with a future reference. Part C deals with a summary and conclusion of the findings, while Part D presents the interpretations and implications of this chapter.

442 Grade 1 teachers, 403 Grade 3 teachers and 426 Grade 7 teachers responded to the Elementary Language Arts - Reading questionnaire. General comments about the learning outcomes for an ideal programme will be followed by an examination of each of the learning outcomes. This chapter concludes with a summary, interpretations and implications section.

---

[1] General outcome precedes the dash, specific outcome follows dash.

A. LEARNING OUTCOMES IN READING IN AN "IDEAL" SETTING

Table 3-1 Mean Values*
Enjoyment of Reading

	Gr.1	Gr.3	Gr.7
The pupil enjoys reading:			
Chooses reading frequently during free-time periods	1.6	1.6	1.7
Engages voluntarily in recreational reading	1.5	1.5	1.6
Shares his reading experiences with others	1.8	1.9	2.1
Re-reads favorite books and stories	2.0	2.3	2.6

* 1. Essential 2. Important 3. Moderate Importance 4. Little Importance 5. No Importance

Discussion:

Teachers at all three grade levels agreed strongly that pupils should demonstrate that reading is enjoyable by voluntary reading but did not feel quite so strongly about pupils sharing their experiences or re-reading favourite materials. About one-half of the teachers in Grades 1 and 3 felt that it was "Essential" that pupils engage in reading voluntarily. Teachers at the Grade 7 level saw less value in sharing and re-reading activities than did Primary teachers.

Table 3-2 Mean Values
Selects Suitable Reading Materials

	Gr.1	Gr.3	Gr.7
The pupil selects suitable reading materials:			
Selects materials from a wide variety of categories	2.2	1.9	1.9
Identifies materials at his reading level	2.0	1.9	2.0
Identifies materials suited to his purposes for reading	2.1	1.8	1.8

Discussion:

The teachers from all three grade levels rated the three specific outcomes under "Selects Materials" as "Important". This would support the increased importance that has been given in the professional literature to student self-selection of reading materials.

Table 3-3 Mean Values
Identifies Main Ideas

	Gr. 1	Gr.3	Gr.7
The pupil identifies main ideas:			
a. States the topic of a picture	1.8	2.0	2.1
b. States the topic of a sentence	2.0	2.0	1.8
c. States the topic of a paragraph	2.2	1.9	1.7
d. States the topic of a longer passage	2.3	1.9	1.8

Discussion:

The Comprehension strand, Main Ideas, received an average rating of "Important". Grade 7 teachers gave slightly more importance to this area than did Grade 1 teachers. Grade 3 teachers' responses were nearer those of Grade 7 teachers than of the Grade 1 teachers. Grade 1 teachers preferred "states the topic of a picture" (a) while Grade 7 preferred "states the topic of a paragraph" (c); the Grade 3 teachers felt all four were equally important (difference not significant). Teachers seem to perceive identifying main ideas as a skill that progresses from pictures to paragraphs as students move through the grades.

Table 3-4 Mean Values
Determines Sequence

	Gr.1	Gr.3	Gr.7
The pupil determines sequence:			
a. Can identify first & last event	1.6	1.7	1.8
b. Can identify the event before and after	1.8	1.8	1.9
c. Can identify explicit relationships	2.3	2.2	2.0
d. Can identify implicit relationships	2.6	2.4	2.2
e. Can order events along a time line	2.4	2.2	2.1

Discussion:

Grade 7 teachers gave about equal rating to all of the specific outcomes for Sequence. Teachers of Grades 1 and 3 agreed with the Grade 7 teachers that knowing first and last event and knowing the event before and after were "Important", but didn't feel quite so strongly about explicit and implicit relationships and the use of a time line. The ratings for Sequence were similar to those for Main Ideas (see Table 3-3).

Table 3-5 Mean Values
Reads for Detail

	Gr.1	Gr.3	Gr.7
The pupil reads for detail:			
a. Identifies important details	1.7	1.6	1.7
b. Identifies supporting details	2.3	2.2	2.0
c. Relates details to each other	2.3	2.1	1.9

Discussion:

In the comprehension strand, Reads for Detail was rated slightly less important then Identifies Main Ideas (see Table 3-3). Ratings were similar across the three grade levels except that Grade 7 teachers showed greater concern than did Grade 1 or Grade 3 teachers for identifying supporting details and relating details.

Table 3-6 Mean Values
Uses Logical Reasoning

	Gr.1	Gr.3	Gr.7
The pupil uses logical reasoning:			
a. Synthesizes information	2.2	2.0	1.8
b. Determines cause and effect relationships	2.2	2.0	1.8
c. Reasons inductively from the known to the unknown	2.4	2.2	2.0
d. Predicts outcomes	2.1	2.1	2.0

Discussion:

In the comprehension strand, Uses Logical Reasoning was rated slightly less important than Reads for Detail (see Table 3-5) or Identifies Main Ideas (see Table 3-3). Ratings by Grade 7 teachers were consistently higher than ratings by teachers of Grades 1 or 3, except for "Predicts Outcomes" which was not significantly different. Grade 3 teachers were midway between the others. Grade 1 teachers viewed "Can identify first and last event" (Table 3-4) as the most important subskill for the ideal comprehension programme, closely followed (difference is not significant) by "Identifies important details" (Table 3-5). Grade 7 teachers, however, gave equal importance to "States the topic of a paragraph" (Table 3-3) and "Identifies important details" (Table 3-5) as the most important subskills of the ideal comprehension programme.

Table 3-7 Mean Values
Uses Visual Memory

	Gr.1	Gr.3	Gr.7
The pupil uses visual memory to:			
a. Identify and discriminate among the symbols which represent the spoken language	1.5	1.7	1.8
b. Acquire an initial stock of sight words as a base for word-recognition skills	1.6	1.6	1.7
c. Acquire a rapid recognition vocabulary of high frequency words	1.5	1.5	1.6
d. Acquire a rapid recognition vocabulary of irregularly-spelled words	2.3	2.1	2.1
e. Acquire a rapid recognition vocabulary initially decoded through other word-recognition skills	2.0	2.1	2.2

Discussion:

Subskill scores presented only one surprise: Grade 1 teachers gave the lowest rating to "Acquire a rapid recognition vocabulary of irregularly-spelled words" (d). The prevalence of irregularly-spelled words, e.g. come, have, said, in beginning reading materials would indicate greater importance for this subskill. Considerable overlap between "high-frequency" and "irregularly-spelled" words may have caused some confusion. Teachers at all three levels generally rated all the subskills "Important".

Table 3-8 Mean Values
Uses Context Clues

	Gr.1	Gr.3	Gr.7
The pupil uses context to:			
a. Test the appropriateness of words	2.0	2.0	2.0
b. Provide a source of decoding information	1.9	1.9	2.1
c. Determine the correct pronunciation of words	2.3	2.0	2.1
d. Expand the number and quality of meanings	2.2	2.0	2.0
e. Select the appropriate meaning from those given in the dictionary	3.0	2.0	1.6

Discussion:

The subskills in this category received similar ratings across grade levels except for "Select the appropriate meaning from those given in the dictionary" (e) which Grade 1 teachers felt was considerably less important than the other subskills. Grade 7 teachers, however, felt this subskill was more important than the other subskills. These rankings were similar to the subskill ratings for Uses the Dictionary (Table 3-11) and it appears that teachers responded to this as a dictionary skill rather than a context skill. Grade 7 teachers seemed to feel that Uses Context (Table 3-8) was about as important as Uses Visual Memory (Table 3-7). Teachers from Grades 1 and 3 would seem to feel that Uses Visual Memory is more important.

Table 3-9 Mean Values
Uses Phonics

	Gr.1	Gr.3	Gr.7
The pupil uses phonics to:			
a. Identify and discriminate among the sounds of the spoken language	1.9	1.9	1.9
b. Blend sounds into word wholes	1.4	1.4	1.8
c. Develop sound-symbol relationships	2.7	2.5	2.3
d. Decode regularly phonetic words using substitution techniques	1.9	2.1	2.4
e. Become aware of the variability of sounds represented by letters	1.8	1.8	2.0
f. Regard the "silent letters" as clues to word meaning	2.2	2.0	2.2
g. Identify known elements in unfamiliar words	1.8	1.7	1.9
h. Decode words in the listening/ speaking vocabulary	1.9	1.9	2.0

Discussion:

Uses Phonics was considered the most important word identification skill by both Grade 1 and Grade 3 teachers. It was considered the least important aspect of the word identification programme by Grade 7 teachers. This would reflect a belief that phonics is a foundation for learning to read but once the student gains reasonable reading fluency, other word identification skills become more important. Grade 1 and 3 teachers rated the sub-objective, "Blend sounds into word wholes" (b) as the most important of the word identification subskills for this skill category and the most important of the entire programme as was noted earlier on page 32.

Table 3-10 Mean Values
Uses Structural Analysis

	Gr.1	Gr.3	Gr.7
The pupil uses structural analysis to:			
a. Identify large meaningful, pronounceable units within words through the use of visual clues	2.1	1.7	1.8
b. Understand the generalizations governing the formation of inflected forms	2.0	1.8	1.9
c. Assist in the pronunciation of multi-syllabic words	2.4	1.9	2.0
d. Judge the probable sound represented by a symbol by its position in a word	2.5	2.2	2.2
e. Increase the meaning vocabulary through the study of words borrowed from other languages	4.0	3.2	2.5
f. Use visual clues to determine the accented syllables	3.4	2.5	2.4

Discussion:

Uses Structural Analysis received a general rating of "Important". Grade 3 and 7 teachers consistently gave higher ratings to the structural analysis subskills of the programme than the Grade 1 teachers did.

Table 3-11 Mean Values
Uses the Dictionary

	Gr.1	Gr.3	Gr.7
The pupil uses the dictionary:			
a. To acquire the habit of consulting the dictionary	3.0	1.9	1.6
b. To make the dictionary an efficient tool of decoding	3.0	1.9	1.7
c. To derive the pronunciation of words not in the listening/ speaking vocabulary through a knowledge of phonetic spelling	3.6	2.6	2.1

Discussion:

Grade 7 teachers considered Uses the Dictionary the most important word identification skill. Grade 1 and 3 teachers, however, agreed that this is the least important of the word identification skills.

The pattern that emerges for ideal word identification programmes is a strong phonics base in Grades 1 and 3, less emphasis on context or visual memory (sight words) and context, less importance to structural analysis, and least importance to phonics.

Table 3-12 Mean Values
Locates Information

	Gr.1	Gr.3	Gr.7
The pupil locates information:			
a. Knows the sources of materials needed	3.0	2.0	1.6
b. Uses the card catalogue	3.7	2.2	1.7
c. Uses reference books	3.1	1.9	1.5
d. Uses the table of contents	2.6	1.7	1.6
e. Uses indexes	3.3	1.9	1.5
f. Uses glossaries	3.6	2.1	1.7
g. Adjusts reading rate to the difficulty of the material	2.9	2.1	1.7
h. Adjusts reading rate to the reading purposes	2.9	2.0	1.8

Discussion:

Locates Information was considered more important by Grade 7 teachers than by the other teachers surveyed. Grade 3 teachers were closer to Grade 7 teachers in their ratings than they were to Grade 1 teachers. Grade 7 teachers considered the subskills to be generally "Essential" or "Important". The subskills "Uses reference books" (c), and "Uses Indexes" (e) were the most important subskills of the ideal reading programmes according to Grade 7 teachers. Grade 3 teachers considered them to be "Important" and Grade 1 teachers considered them only "Of Moderate Importance".

Table 3-13 Mean Values
Applies Appropriate Reading Skills

	Gr.1	Gr.3	Gr.7
The pupil applies appropriate reading skills:			
a. Determines the purpose for reading	2.5	2.0	1.8
b. Uses skills appropriate to the subject matter	2.6	2.1	1.9
c. Uses graphic aids effectively	3.0	2.5	2.2
d. Evaluates the author's qualifications	4.0	3.4	2.9

Discussion:

Responses varied for this outcome. "Evaluates the author's qualifications" (d) was agreed to be the least important outcome of those listed. Grade 7 teachers felt it was "Of Moderate Importance". Grade 1 teachers felt it was "Of Little Importance". As reading research indicates a strong relationship between setting purposes for reading and comprehension, it was expected that the responses to this item would be similar to responses for various comprehension outcomes. This appears to be true for the responses from Grades 3 and 7 but not for Grade 1. Grade 1 teachers may need to be informed of the relationship between purpose and comprehension.

As was expected, responses to using subject matter skills and graphic aids were stronger for Grades 3 and 7 teachers than for Grade 1 teachers.

Table 3-14 Mean Values
Organizes Information Effectively

	Gr.1	Gr.3	Gr.7
The pupil organizes information effectively:			
a. Has beginning outlining skills	3.3	2.4	1.9
b. Makes simple bibliographies	4.0	3.1	2.2
c. Draws inferences and makes generalizations	2.8	2.3	1.8
d. Recognizes that written material may be fact or opinion	2.8	2.1	1.6
e. Evaluates information in terms of his own experience and/or known facts	2.4	2.1	1.8
f. Relates ideas from several sources	2.7	2.3	1.7

Discussion:

Organizes Information Effectively followed a pattern similar to Locates Information (Table 3-12). Ratings by Grade 7 teachers were significantly higher than other teachers' ratings. In this case, however, the ratings by Grade 3 teachers represented more of a midpoint.

The skills of locating and organizing information gain more importance as the grade level increases. Locating Information was considered slightly more important than Organizes Information at all three grade levels, which may indicate that teachers see it as the more basic skill - i.e. information must be located before it can be organized.

B. LEARNING OUTCOMES ACCORDING TO SCHOOL TRUSTEES

Table 3-15 Mean Values
Learning Outcomes - Trustee Questionnaire

a. Read for enjoyment and recreation	1.6
b. Acquire a stock of words which are understood immediately	1.7
c. Consult a dictionary regularly to determine word meanings	1.7
d. Distinguish between fact and opinion in a reading selection	1.9
e. Apply word-recognition skills to infer meanings and comprehend unknown words	2.0
f. Use visual clues (e.g. root words, syllables, prefixes, etc.) to assist in the pronunciation of more than one syllable	2.0
g. Identify both the important and supporting details and how they relate to each other	2.1
h. Locate sources of information, use a card catalogue and reference books, etc.	2.1
i. State the topic in a sentence, paragraph, picture, etc.	2.2
j. Order events in a sequence	2.2
k. Determine the purpose for reading and use the reading skills appropriate to the subject matter	2.2
l. Evaluate information in terms of their own experience	2.3
m. Identify materials suitable to their reading level & purpose	2.4
n. Synthesize information and use it to predict possible outcomes	2.5
o. Draw inferences and make generalizations	2.6

Discussion:

The trustees as a group felt that the most important outcome was that students "Read for enjoyment and recreation" (a). Trustees indicated that two word-identification skills, "Acquire a stock of words which are understood immediately" (f) and "Consult a dictionary regularly to determine word meanings", (c) were next in importance. The least important outcome, according to the trustees, was "Draw inferences and make generalization" (o), which was considered

to be generally between "Important" and "Of Moderate Importance". The range of responses by the trustees was significantly smaller than the range for any of the teacher groups. This may indicate that trustees are not familiar with all the many varied outcomes of the reading programme and, therefore, have some difficulty differentiating among them, although they agree that reading is important.

C. SUMMARY AND CONCLUSIONS

The pattern of responses supports a reading programme with differing emphasis at the three grade levels surveyed. This programme will be analyzed in terms of comprehension, word identification and locating and using information. Note that these results are for B.C. teachers as a group and may not apply to a specific teacher or school.

Comprehension

The comprehension programme sequence was generally seen to move from understanding specifics to making inferences and judgements. This trend was clearly seen in the area Main Ideas, Table 3-3. The three groups surveyed all indicated that identifying main ideas was important, but for Grade 1 teachers the main focus appeared to be on the topic of a picture while for Grade 7 teachers the focus was on the topic of a paragraph. This pattern also holds true in the areas of Details, Table 3-5, and Reasoning, Table 3-6. Recent evidence showing the importance of having students deal with larger thought units from their earliest reading experiences should be provided and discussed among teachers. Ways of building these higher level thinking activities may need to be provided also.

Word Identification

The importance of phonics to Grade 1 and 3 teachers was evident; this emphasis was so pronounced that it is not likely to change quickly. The problems resulting from an overemphasis on phonics are now quite well known and should be made available to primary teachers. Teachers may need assistance integrating phonics with meaning to avoid an overemphasis on phonics.

The range of responses from Grade 7 teachers was considerably narrower for the word identification skills than responses from Grades 1 and 3. This may indicate less familiarity with the reading process and terminology or a more balanced approach to teaching word identification skills; further evidence is needed to indicate which is more accurate.

Locating and Using Information

Grade 7 teachers regard these outcomes as generally the most important in the total reading programme. The focus of the Grade 7 program is clearly on reading for information.

D. INTERPRETATIONS AND IMPLICATIONS

The author presents the following interpretations and implications as they arise out of the findings and conclusions form this part of the questionnaire:

1. Considering the high ratings by primary teachers for understanding specifics and evidence from research for expansion of comprehension skills, primary teachers should be provided with information regarding the importance of higher level thinking activities beginning with the child's early reading experiences. Suggested critical thinking activities may also be required.

2. Noting the strong emphasis on development of skills, primary teachers should be provided with information regarding problems which develop with an overemphasis on phonics instruction. Suggestions for integrating word recognition with comprehension may also be required.

3. In light of the narrow view of word attack by Grade 7 teachers, evidence should be sought on whether or not Grade 7 teachers lack information about word identification or if they have balanced word identification programmes.

4. Due to the narrow range of responses to the goals by trustees, information upon the various outcomes of the reading programme should be provided by trustees to help them differentiate among the goals of reading.

5. Considering the views held by teachers and trustees on the nature and scope of the reading programme, teacher educators should ensure that pre-service instruction in language arts reveals the structure of the reading programme as identified in this report.

CHAPTER 4

WRITTEN LANGUAGE

WRITTEN LANGUAGE

Uses written language fluently and effectively. Exhibits skill in the use of various kinds of writing (narrative, descriptive, expository) for various purposes and in structure and unity. Shows concern for appropriate use of the mechanics of writing such as handwriting, spelling and punctuation.

ABSTRACT

While all skills listed received support, the ratings of teachers at all three grade levels with respect to written language would indicate an emphasis on such fundamentals as the selection of an appropriate topic, clear structure, coherence and unity of precision in the use of words and the use of conventional punctuation. Legible handwriting and the desire to spell words correctly were strongly supported. The current move towards the stress in fundamentals of writing is reflected in the judgements of teachers.

Trustees shared the opinions of Grade 7 teachers with respect to the high level of importance of handwriting and spelling skills. On the whole, trustees indicated a strong support for the basics of writing.

ORGANIZATION OF THE CHAPTER

The present chapter is divided into several sections. Part A deals with findings arising from rankings of instructional goals in the context of an ideal or future oriented programme. A discussion accompanies the tables presenting the data. Part B deals with learning outcomes according to trustees who also ranked goals in written language with a future reference. Part C deals with a summary and conclusion of the findings, while Part D presents the interpretations and implications of the data in this chapter.

The teacher sample consisted of 1363 respondents or approximately 455 respondents in each of Grades 1, 3 and 7. All questions were fully answered with a less than 5% no response rate. Approximately 450 subjects, therefore, responded to each item.

A. LEARNING OUTCOMES IN WRITTEN LANGUAGE IN AN "IDEAL" SETTING

Table 4-1 Mean Values*
Content

	Gr.1	Gr.3	Gr.7
The pupil should be able to:			
a. Choose a topic of appropriate interest and scope	1.8	1.8	1.9
b. Produce ideas fluently during writing	1.9	1.8	1.8
c. Manipulate ideas with originality	2.1	2.0	2.0
d. Organize logically	1.8	1.7	1.5

*1. Essential 2. Important 3. Moderate Importance 4. Little Importance 5. No Importance

Discussion:

Most responses having to do with the content of written expression were judged at or near the "Important" category. Originality was judged to be less important than other subskills across all three grade levels, while logical organization was judged to be more important, particularly in Grade 7.

Table 4-2 Mean Values
Vocabulary

	Gr.1	Gr.3	Gr.7
Students should be able to:			
a. Express ideas precisely	2.0	1.9	1.7
b. Use a wide variety of words appropriately	2.2	1.9	1.9
c. Express concepts having broad generality	2.7	2.5	2.3
d. Use idiomatic expressions	3.4	3.1	2.8

Discussion:

The ability to express ideas through the precise and varied use of words ranked highest in the vocabulary goals. Abstractness of terms and the use of idiomatic expression were in the "Of Moderate Importance" category.

Table 4-3 Mean Values
Style

	Gr.1	Gr.3	Gr.7
Students should be able to:			
a. Use stylistic devices appropriate to the topic and effective for the purpose in mind	3.2	2.7	2.4
b. Paragraph as a means of organizing writing	3.0	2.1	1.6
c. Write coherently and with unity	1.9	1.6	1.4

Discussion:

The findings for style of writing varied greatly according to the grade and particular sub-category being considered. In Grade 1 only (c), "coherence and unity", was judged to be "Important". By Grade 7 all sub-categories were of at least "moderate Importance". At all grade levels coherence and unity were considered to be the single most important aspect of style.

Table 4-4 Mean Values
Grammar

	Gr.1	Gr.3	Gr.7
Students should be able to:			
a. Vary word order to produce the desired meaning	2.8	2.3	1.9
b. Expand, co-ordinate and subordinate to produce a high density of meaning	3.4	2.8	2.5
c. Produce simple and clear structure	1.6	1.4	1.4

Discussion:

Clear structure received very high ratings across all three grade levels. The ratings for both density of meaning (b) and word order (a) increased in ascending grade level although density of meaning was considered only slightly better than "Of Moderate Importance".

Table 4-5 Mean Values
Punctuation

	Gr.1	Gr.3	Gr.7
Students should be able to:			
a. Use the conventions of punctuation	2.0	1.6	1.5
b. Understand and use the inter-relationships between punctuation and intonation	2.6	2.1	1.9

Discussion:

Punctuation as convention ranked in the "Important" range. The relationships between intonation and punctuation were considered of increasing value in the higher grades. Respondents may, of course, have interpreted conventional punctuation as simply the ability to use punctuation.

Table 4-6 Mean Values
Spelling

	Gr.1	Gr.3	Gr.7
Students should be able to:			
a. Learn to spell a basic, high frequency spelling vocabulary	1.8	1.5	1.6
b. Understand the importance of correct spelling	1.7	1.6	1.7
c. Have the desire to spell correctly	1.6	1.5	1.5
d. Spell the words needed for writing through an understanding of spelling principles	1.8	1.7	1.8

Discussion:

All spelling skills were considered to be in the "Important" category or better. The ratings were relatively constant across grade levels.

Table 4-7 Mean Values
Handwriting

	Gr.1	Gr.3	Gr.7
a. Writes legibly	1.3	1.3	1.4
b. Writes easily	1.7	1.7	1.9
c. Writes with reasonable speed	2.3	2.2	2.2
d. Writes neatly and with appropriate organization	1.8	1.7	1.6

Discussion:

All handwriting skills received strong support in teachers' ratings except perhaps for speed of writing. The ratings were consistent across all grade levels.

B. TRUSTEES' OPINIONS

Table 4-8 Mean Value
Trustees' Opinions about
Grade 7 Written Language

	Gr. 7
a. Choose topic and organize logically	1.8
b. Express ideas precisely	2.2
c. Write coherently and effectively	1.7
d. Use stylistic devices	2.7
e. Spell frequently used words	1.3
f. Write legibly, easily, neatly	1.7
g. Use and understand punctuation	1.8

Discussion:

Trustees shared the opinions of Grade 7 teachers with respect to the importance of handwriting and spelling. On the whole, the two groups indicated strong support for the basics of writing.

C. SUMMARY AND CONCLUSIONS

The content, vocabulary, style and grammar of written language were viewed by the responding teachers in rather consistent ways across grade levels. First, there tended to be a positive relationship between ratings and grade level. Grade 1 teachers and, to a lesser degree, Grade 3 teachers were not prepared to stress the skills of written language to the same degree as were their Grade 7 colleagues. Second, content, vocabulary, style and grammar were generally not rated as highly by teachers as were such basic writing skills as punctuation, spelling and handwriting.

4-1 Content: Clearly, originality was seen to be of secondary importance in the content of written language. Logical organization, fluency, and the selection of an appropriate topic were considered to be of fundamental importance, suggesting that teachers consider ability to use appropriate form and structure to be more worthy of development than creativity.

4-2 Vocabulary: Teachers at all three grade levels agreed on the importance of precision and variety in the use of words in writing. Other vocabulary skills which might be subsumed under the development of greater abstractness or of idiomatic expressions were judged to be of moderate importance or little importance. Not unexpectedly, vocabulary development and enrichment were seen as highly necessary goals of a writing programme.

4-3 Style: Teachers at all three grade levels considered coherence and unity to be the fundamental stylistic attribute of written language. The judgements with respect to paragraphing, as might be expected, increased dramatically with grade level. Appropriateness never made a strong showing. Again, the findings suggest that teachers have a real concern for matters of form in writing.

4-4 Grammar: While clear structure is undeniably important in written language, the lack of support for density of meaning was somewhat surprising. From a developmental point of view, syntactic density is an excellent measure of the

maturity of writing (Loban, 1963)*. Teachers do not appear to be fully aware of the effect which the use of language forms and structures that are packed with information have upon the quality of writing. The importance of rhetorical or stylistic skills is not highly regarded.

4-5 to 4-7 The Skills of Writing: A knowledge of the uses of punctuation was considered of relatively high importance at all grade levels. Contrary to views expressed by curriculum authorities, a knowledge of punctuation and intonation was considered to be significantly less important than a knowledge of the conventional uses of punctuation. To the degree that punctuation is logical, a knowledge of intonation provides a knowledge of the structure of the system, thus the two should have a similar regard from teachers.

The desire to spell correctly was clearly the foundation of the spelling programme in the judgement of teachers at all levels. The superiority of learning to spell a basic list of words as opposed to the development and application of spelling principles was noted. This finding runs counter to opinions represented in some current programmes.

No skill in written language is considered as important as legibility of writing. Speed of writing is the only subskill not to be judged "Important" or better.

D. INTERPRETATIONS AND IMPLICATIONS

The authors present the following interpretations and implications as they arise out of the findings and conclusions from this part of the questionnaire.

1. Since all skills listed received support from teachers and trustees, they should be considered as part of the curriculum for elementary schools in B.C. Logical organization, precision, coherence and unity, clear structure, the ability to use punctuation, spelling and handwriting suggest clear teacher priorities. Course work in teacher education, curriculum guides and pupil materials do not always reflect these priorities.

---

* Loban, W., The Language of Elementary School Children, National Council of Teachers of English, 1963, Research Report No. 1.

2. As seen in the consistent emphasis by respondents upon basic or fundamental skills in writing, greater stress in the Language Arts curriculum should be placed on the other more complex skills of writing as identified in this report.

CHAPTER 5

ELEMENTARY LANGUAGE ARTS: LITERATURE

LITERATURE

Demonstrate a wide familiarity with, and understanding of, the best in literature of all types. Make useful associations between literature and the world as it is experienced.

ABSTRACT

Data based on questionnaires sent to teachers and trustees suggests that all respondents perceived literature as a topic of importance in a modern language arts curriculum. Primary teachers perceived the development of a love of literature as a prime goal while intermediate teachers tended to stress the development of reading proficiency. In general teachers were not in favour of the analysis of literature and tended to prefer oral activities related to literature over any other form of expression. Some discrepancies between the attitudes of primary and upper-intermediate teachers were noted.

ORGANIZATION OF THE CHAPTER

In this chapter data based on responses to the elementary literature questionnaire is presented in tabular form under the following headings: Outcome of a Literature Programme in an "Ideal Setting": Teachers - Part A; Outcome of a Literature Programme: Trustees - Part B; Teachers' Attitudes Regarding Children's Responses to Literature - Part C; Understanding Literary Structures - Part D and Reacting to Literature - Part E. After each table there follows a discussion which draws the reader's attention to some of the more significant results. A final summary - Part F, is followed by some interpretations and implications - Part G.

The literature questionnaire was administered to a random sample of 1,307 elementary school teachers across the province teaching at Grades 1 (443 teachers), 3 (421 teachers) and 7 (443 teachers).

A. OUTCOMES OF A LITERATURE PROGRAMME IN AN "IDEAL" SETTING: TEACHERS

Table 5-1 Mean Values*
Application of a Literature Programme

	Gr.1	Gr.3	Gr.7
The program will produce a student who will:			
a. Become a proficient reader	1.7	1.7	1.5
b. Be able to make a wise choice among the literature available.	1.8	1.8	2.0
c. Become more informed about the social, historical and cultural aspects of the world	2.2	2.0	2.0
d. Understand himself in relation to others more readily	1.8	1.8	1.8
e. Become more imaginative	1.9	1.9	2.2
f. Develop a love for literature	1.4	1.5	2.0

*1. Essential 2. Important 3. Moderate Importance 4. Little Importance 5. No Importance

Discussion:

The respondents showed a consistency in their opinions regarding the desired outcomes of a literature programme with all outcomes being given fairly high ratings by teachers at all three levels. Less than 4% of the respondents chose to use the comments section which might be interpreted to mean that the options provided covered the range of possible outcomes satisfactorily for more than 96% of the teachers answering the survey. However, the length of the questionnaire and the time pressure from other commitments may have discouraged some teachers from the time-consuming procedure of formulating additional written comments. Several of the comments that were added stressed the role of the literature programme in fostering language, reading readiness and reading abilities.

The most general observation is the high rating awarded every objective. Almost every one was rated either 1.0 "Essential" or 2.0 "Important". Teachers at the Grade 7 level regarded reading proficiency (a)

as the most preferred outcome and were significantly more positive in their endorsement than the primary teachers with regard to this option. Grade 7 teachers were significantly less positive than the primary teachers with regard to the idea that their students be able to make wise choices from available literature (b). Grade 1 teachers were significantly less positive than teachers at the Grade 3 and 7 levels about the capacity of literature to inform their students about various aspects of the real world (c). Grade 7 teachers were significantly less concerned than the primary teachers regarding the role of a literature programme in helping children become more imaginative (e) or develop a love of literature (f).

Perhaps the most significant within-grade comparison is at the Grade 7 level where teachers endorsed "becoming a proficient reader" (a) more strongly than "develop a love for literature" (f).

B. LEARNING OUTCOMES OF A LITERATURE PROGRAMME IN AN "IDEAL" SETTING: TRUSTEES

Table 5-2 Mean Values

Trustees' Ratings of Objectives for a Successful Literature Programme

The student will:	
a. Develop an appreciation for literature.	2.1
b. Identify the theme of the story.	2.0
c. Retell the plot of the story.	2.0
d. Express through writing, speaking or art how a given piece of literature has affected them.	2.5
e. Dramatize an incident from a story.	3.2

Discussion:

Trustees tended to rate the goals of a literature programme quite highly with mean scores falling generally between "Important" and "Of Moderate Importance". Appreciation (a), identification of theme (b) and retelling the plot (c) were given the highest ratings while self-expression was rated significantly lower - particularly dramatization (e). These findings suggest that trustees favor development of appreciation and knowledge in literature more than individual or group response to it.

6. TEACHER'S ATTITUDES REGARDING CHILDREN'S RESPONSES TO LITERATURE

Table 5-3 Percentages

Percentages of Teachers Indicating "Most Agreement" with Statements Regarding Responses to Literature

	Gr.1	Gr.3	Gr.7
a. Children will develop the ability to express verbally how various pieces of literature affects them.	33.8	29.0	33.0
b. Children will learn to express in a variety of artistic ways the effect that literature has on them.	45.4	42.0	28.2
c. Children will develop the capacity to express in a variety of ways how literature affects them.	61.1	67.7	61.8
d. The images and feelings created by literature are usually too delicate for communication and children should rarely be asked to express how various pieces of literature affect them.	5.0	3.8	7.0
e. Children will be able to demonstrate their understanding of the meaning of a piece of literature.	29.7	30.2	42.9
f. Expressive activities related to literature should be concerned with determining whether or not a child has understood a given piece of literature.	14.2	16.2	16.0

Discussion:

Table 5-3 is derived from data based on a question that asked teachers to indicate which two of the statements listed they agree with more. This form of question was used for two reasons. Such a question is a form of

forced choice and tends to provide a good basis for the relative ranking of options in contrast to the rating scale where it is possible to rate everything in the same way. Secondly, the variation in format was designed to provide some variety in the form of response.

The most frequently endorsed option was "Children will develop the capacity to express in a variety of ways how literature affects them" (c), with little variation across grades. Activities in the affective domain, "Children will develop the ability to express verbally how various pieces of literature affect them" (a), and "Children will learn to express in a variety of artistic ways the effect that literature has on them" (b) were endorsed by a minority of teachers but were viewed relatively more favourably than those that fell into the cognitive domain "Children will be able to demonstrate their understanding of the meaning of a piece of literature" (e), and "Expressive activities related to literature should be concerned with determining whether or not a child has understood a given piece of literature" (f).

D. UNDERSTANDING LITERARY STRUCTURES

Table 5-4 Mean Values*

Teachers' Ratings of the Desired Understandings to be Gained by a Student from a Story

	Gr.1	Gr.3	Gr.7
The student will be able to:			
a. Identify the theme	2.2	1.9	1.9
b. Identify character portrayal	2.1	1.9	1.8
c. Describe the setting	2.4	2.2	2.2
d. Give examples of vivid imagery	2.8	2.6	2.5
e. Retell the plot of a given story	1.9	1.8	2.0
f. Identify mood	2.4	2.3	2.4

*1. Essential 2. Important 3. Moderate Importance 4. Little Importance 5. No Importance

Discussion:

Teachers' responses to this question varied quite considerably across grades. Two trends were discernable. There was a decreasing emphasis on plot from Grades 1 - 7 and an increasing emphasis on theme and character portrayal. Setting, imagery and mood were given relatively low ratings by teachers at all grade levels.

E. REACTING TO LITERATURE

Table 5-5 Mean Values

Teachers' Ratings for Various Means of Expression Related to Reactions to Literature

	Gr.1	Gr.3	Gr.7
The student will express how a given piece of literature has affected him via:			
a. Writing,e.g. write a plot summary.	3.0	2.4	2.1
b. Speaking, e.g. give oral description of main character.	1.9	1.9	1.9
c. Drama, e.g. dramatize an incident from the story	2.1	2.2	2.7
d. Art or craft, e.g. paint an original picture of some character or incident from the story.	1.9	2.0	2.8

Discussion:

The only form of expression given across-the-board endorsement was speaking. Art or craft was highly endorsed by primary teachers but was given significantly less emphasis by Grade 7 teachers. Writing was given a relatively low rating at the Grade 1 level but was given significantly greater endorsement by teachers at the Grade 3 and 7 levels. Drama was given a relatively moderate rating with a significant decrease in emphasis at the Grade 7 level.

F. SUMMARY AND CONCLUSIONS

5-1 Application of a Literature Program: The results presented in Table 5-1 seem to suggest that the teachers at the Grade 7 level hold a somewhat more utilitarian view of a literature programme than do the primary teachers in that they endorse to a significantly greater degree the idea that a successful student "Become a proficient reader", and "Become more informed about the social, historical and cultural aspects of the world". Conversely, they are significantly less positive regarding the less substantive outcomes, "Become more imaginative", and "Develop a love of literature". This conclusion tends to be supported by those teachers who added written comments. Teachers at all grade levels stressed that the prime goal of a literature programme should be one of enjoyment and of fostering a positive attitude towards reading.

Teachers at the Grade 1 level suggested that any "teaching" of literature could be detrimental. Teachers at Grade 3 and to a greater extent Grade 7 tended to lay somewhat greater stress on more analytical approaches to literature. These discrepancies may be due in part to the difference in the tasks faced by primary and intermediate teachers. In the primary grades, particularly in Grade 1, the literature programme is primarily oral since most children cannot read what they can easily understand and enjoy through listening. Consequently the literature programme presents few problems. In the intermediate grades the distinction between a literature programme and a reading programme may disappear since many teachers have the reasonable expectation that their students' primary access to literature will be through reading. As a result the teacher may be faced with differing levels of reading proficiency which make it difficult or impossible for some of the students to read stories whose content is otherwise well suited to their interests, needs and maturity. Consequently, the teachers may tend to become more preoccupied with reading proficiency than with the "higher" objectives.

The significant discrepancy between the primary and intermediate teachers with regard to the idea that children "be able to make a wise choice among the literature available" may be of some concern. If our educational system is aimed at developing self-direction in our students who are increasingly able to

make more independent decisions then the attitudes reflected in this option are in reverse direction from that which would seem desirable.

5-2 Trustees' Ratings of Objectives: The results from the trustees' questionnaire presented in Table 5-2 coincide quite well with the teachers' opinions in that both appreciation of literature and some analysis are endorsed. The relatively low ratings given by trustees to expressive abilities related to literature appear a little anomalous. Apparently the trustees wish students to know about and enjoy literature but are less concerned with whether or not the students can express their ideas about literature.

The results presented in Table 1-1 (Chapter 1) may help to put the results of the perceptions of trustees related to the general goals of Language Arts/English programme into perspective. In Table 1-1 where the comparative ratings for the trustees' attitudes towards the major subdivisions of the Language Arts curriculum are presented literature received a rating of 4.7 which might be taken as an indication that the trustees did not feel that literature was important. However, it should be noted that the data in Table 1-1 is based on ranking and not as in other tables on a rating. With the addition of the information in Table 1-1 it is possible to conclude that trustees see literature as lying somewhere between "Important" and "Of Moderate Importance" and rather nearer the former, but that they do not see literature as important as reading, writing, listening or speaking.

5-3 Desired Understanding to be Gained from a Story: The results from Table 5-4 tended to confirm the findings from the previous tables - namely that primary teachers generally reject any kind of literary analysis. There is an increasing interest in analytical procedures with an increase in grade level but even by Grade 7 the number of analytical procedures endorsed is quite limited.

5-4 Means of Expression Related to Reactions to Literature: The results from Table 5-5 suggest that teachers would prefer to see a literature programme that involved primarily oral activities. The importance given to writing in-

creases with the grades while art, craft and drama tend to decrease after Grade 3. The relative lack of emphasis on writing as a means of reacting to literature in the early Primary grades and its increasing importance thereafter is predictable but the idea that dramatic and artistic expression are valid means of communication in Grade 1 but less so at Grade 7 may be worthy of further study.

G. INTERPRETATIONS AND IMPLICATIONS

The authors present the following Interpretations and Implications as they arise out of the findings and conclusions from this part of the questionnaire:

1. In view of teachers' opinions as they are reflected in Table 5-1, action should be taken in the near future in the process of revising the goals of a literature programme.

2. Based on the data presented in Table 5-1, and if it is agreed that the ability to make wise choices among literature available is a facility which grows with age, then it may be worthwhile to initiate action designed to convince some Grade 7 teachers that they should maintain the value system established in the primary grades.

3. Based on the data in Table 5-1 and given that a love of literature is of fundamental importance in a literature programme, action should be initiated to change the perceptions of Grade 7 teachers so that they will re-order their relative attitudes towards having the program develop for students a love for literature and a proficiency in reading.

4. Based on the data in Table 5-2 and if it is agreed that dramatic and artistic means of expression are valid ways of responding to literature at both the primary and intermediate levels, it may be worthwhile to take whatever action may be necessary to broaden the perceptions of some upper intermediate teachers as to what constitutes a valid form of response to literature.

5. Considering the data presented in Table 5-5, action should be taken in the future to provide teachers with guidance in developing a literature programme, and this action should ensure that developing oral expressive activities related to literature be featured strongly.

CHAPTER 6

ORAL COMMUNICATION

SPEAKING

Uses appropriate voice and speech skills. Speaks with fluency and precision. Appreciates the relationship between speaking and listening. Understands the effects of and uses a variety of techniques in oral communication.

LISTENING

Comprehends fully and accurately in all listening behaviours. Evaluates what is heard. Appreciates and enjoys listening experiences. Uses a variety of levels in listening.

ABSTRACT

On the whole, there was a remarkable degree of agreement among the teachers at all levels, Grades 1, 3 and 7, as to the importance of skills. The responses varied little from group to group. Where variation occurred it was in the more complex skill areas such as the development of types and levels of speaking skills. Here, an upward evaluation of the skill accompanied an increase in grade level taught by the respondent. This outcome was anticipated by the researcher and revealed the teachers' concern for an evolving, spiral curriculum designed to meet the growing communication needs of maturing children.

In the area of Speaking, teachers appeared to perceive the development of voice skills in somewhat superficial terms, focussing on enunciation rather than on the more complex skills of voice and speech characteristics. Reactions to matters of usage in speaking suggest that accuracy is more important than richness and variation in expression. Fluency and precision in speaking were highly regarded by all respondents while the need to develop variation in types and levels of speaking was relatively poorly regarded, especially by primary teachers. In considering the effects of speaking and listening behaviour, teachers focussed on the importance of verbal language, giving a relatively minor role to the influence of nonverbal messages. Evaluation and application of speech skills were considered to have a comparatively low priority suggesting that skill application is not perceived to be as important as skill development.

In the area of Listening, teachers at the primary level were highly concerned with development of simple auditory discrimination skills (as in phonics) while teachers at higher levels saw less need for such skills and more for the broader listening skills concerned with comprehension of spoken messages. The general area of listening comprehension skills, however, was ranked only as being between "Important" and "Of Moderate Importance", suggesting the view that listening skills develop naturally.

Trustees rated all speaking and listening skills highly, with simple, more conventional and informal goals being rated more important than the more complex and formal objectives. In comparing ratings by teachers and trustees it was found that trustees rated those objectives they thought important more highly than did the teachers and those which were considered less valuable they rated lower than did the teachers. One notable difference in response was with regard to auditory discrimination. For teachers this was a highly important objective; for trustees it was the least important.

Implications arising from this portion of the report focus on the inclusion of the full range of objectives, as examined in the questionnaire, in a curriculum for B.C. Schools. Additional emphasis on the more complex skills as well as suitable attention to a developmental sequence for the skills are further focal points in the report. It was also considered important that both professional and lay persons be made fully aware of the nature and scope of all aspects of the language arts programme.

ORGANIZATION OF THE CHAPTER

This chapter is divided into several sections. Part A deals with findings arising from teacher rankings of instructional goals in the context of an ideal or future oriented programme. A discussion accompanies the tables presenting the data. Part B deals with learning outcomes according to trustees who also ranked learning outcomes in oral communication with a future reference. Part C deals with a summary and conclusion of the findings, while Part D presents the interpretations and implications of the data in this chapter. The teacher sample consisted of an average of 425 respondents in each of Grades 1, 3 and 7. All questions were fully answered, there being fewer than 5% of the subjects not responding to any item. The n for each item, therefore, was approximately 410.

A. LEARNING OUTCOMES IN ORAL COMMUNICATION IN AN "IDEAL" SETTING: TEACHERS

Table 6-1 Mean Values *
Voice Skills

The pupil should:	Gr. 1	3	7
a. Develop clear enunciation and articulation.	1.6	1.6	1.7
b. Develop pleasing voice quality.	2.1	2.1	2.2
c. Develop effective and appropriate voice characteristics.	2.3	2.1	2.2

*1. Essential 2. Important 3. Moderate Importance 4. Little Importance
5. No Importance

Discussion:

The respondents showed remarkable agreement in their perception of the importance of voice skills. Responses in this category of speech skills were generally in the "Important" position with the subskill 'enunciation' (a) being ranked highest at all grade levels. These findings reveal teachers' strong concern for effective voice skills.

Table 6-2 Mean Values
Usage and Dialect in Speaking

The student should:	Gr. 1	3	7
a. Appreciate and accept source and appropriateness of dialect* in speaking.	2.7	2.6	2.5
b. Develop appropriate usage** (appropriate forms, vocabulary, agreement, etc.)	1.8	1.6	1.7
c. Use variety in grammatical structures (phrases, clauses, sentences)	2.3	2.0	1.9

Discussion:

Usage and dialect skills in speaking were considered to be important by teachers at all levels. On the three subskills in this area the development of appropriate usage (b) was considered to be the most important, ranging between "Essential" and "Important" on the five point scale. Again, of the several subskills in an area the least complex was rated as most important for development (b). Skills were generally ranked higher by teachers at higher grade levels.

* Regional variation in language

** Speech according to communication function or to social context

Table 6-3 Mean Values
Fluency & Precision in Speaking

The student should:	Gr. 1	3	7
a. Develop oral vocabulary.	1.3	1.4	1.6
b. Show increase in fluency of oral expression.	1.5	1.5	1.8
c. Organize and present thoughts in a logical sequence.	1.5	1.4	1.5
d. Use original ideas and express them in original ways.	1.9	1.8	1.9
e. Develop precision and succinctness in speech.	2.4	2.2	2.1

Discussion:

The area of fluency and precision in speaking received one of the three highest ratings in oral language skill development. All of the subskills with the exception of precision and succinctness in speech (e) were rated generally "Essential" or "Important" by most respondents to the questionnaire. In this area it will be noted that the full range of subskills was highly rated, suggesting full appreciation of the significance of the area.

Table 6-4 Mean Values
Types & Levels of Speaking

The student should:	Gr. 1	3	7
a. Use appropriate level of formality in speaking according to context of the communication (formal, informal, etc.).	2.8	2.7	2.2
b. Adjust type of speaking in terms of function of speech (informational, emotional, etc.).	2.7	2.5	2.2
c. Adapt speech behaviour and organization to nature of group situation (size of group, discussion vs. debate, etc.).	2.8	2.5	2.2

Discussion:

This skill area received the lowest rating of the speaking skills, being rated generally as "Important" or "Of Moderate Importance". No single skill stood out as having much greater or lesser importance; however, it should be noted that the importance of these skills moved upward in the higher grade levels.

Table 6-5 Mean Values
Effect of Speaking & Listening

The student should:	Gr. 1	3	7
a. Use effective non-verbal skills (pacing, emphasis, gesture, etc.).	3.0	2.8	2.5
b. Present thoughts in the most effective manner (organization, emphasis, suspense, rate, etc.).	2.5	2.2	1.9
c. Develop increased sensitivity to others through speaking.	2.0	1.9	1.9
d. Appreciate that speaking and listening are reciprocal activities.	1.6	1.5	1.6
e. Show confidence and pleasure in speaking.	1.6	1.6	1.8
f. Understand the effect upon himself and others of techniques in ORAL COMMUNICATION.	2.1	1.9	2.0

Discussion:

The effect of speaking upon others and listening upon self was ranked generally as "Important" with some marked shifts in emphasis in respect to the subskills. Non-verbal skills (a) were considered only "Of Moderate Importance", particularly at the primary level, while appreciation of the reciprocal nature of speaking and listening (d) and confidence in speaking and listening (e) were ranked in the "Essential" category by about 1/2 of the respondents at all levels.

Table 6-6 Mean Values
Use of Speech Skills

The student should:	Gr. 1	3	7
a. Use appropriate skills in preparing for speaking (research, planning, practice, etc.).	3.0	2.4	1.8
b. Use speech skills effectively in other areas of the curriculum.	2.2	2.0	1.9
c. Communicate thought and mood in oral reading, choral speaking and dramatic activity.	1.9	1.9	2.1
d. Show ability to establish appropriate criteria for evaluating speech.	3.1	2.7	2.5
e. Apply appropriate criteria to evaluate own and others' speech.	3.0	2.6	2.3

Discussion:

The use of speech skills received an unexpectedly low overall ranking ranging between "Important" and "Of Moderate Importance". This is unexpected in that it would seem that application of any skill being developed should receive a high priority. However, a general increase in importance of this speech area was registered as the grade level increased. Within the subskills, the skills of preparing for and evaluating speaking (a, d, e) were considerably less important at the primary than at the intermediate levels. The skill of communicating thought and mood in all oral activity (c) was the most highly regarded of the set by the primary teachers, while preparing for and using skills (a, b) was the most important for intermediate teachers.

Table 6-7 Mean Values
Auditory Discrimination Skills

The student should:	Gr. 1	3	7
a. Understand and use different patterns and types of sound (phonemes, rhymes, intonation, articulation, enunciation, tone, volume, etc.)	2.1	2.3	2.5
b. Adjust listening to a speaker's voice and articulation and the acoustical conditions of the listening experience	2.6	2.4	2.4

Discussion:

Development of auditory discrimination skills was a category ranked differentially by teachers depending on subskill and grade level. The simpler skill of understanding and using different patterns of sounds (a) was considered more important in Grade 1 than in either of the higher grades. The more complex skill, adjusting to the speaker's voice (b), was, however, considered more important at Grades 3 and 7 than at Grade 1. This finding suggests that teachers see a developmental sequence in auditory discrimination skills.

Table 6-8 Mean Values
Comprehension in Listening

The student should:	Gr. 1	3	7
a. Use listening to gain information.	1.3	1.3	1.4
b. Understand and follow oral discussion.	1.3	1.3	1.4
c. Develop and use basic listening comprehension skills (e.g. main idea, details, sequence, comparison, relationships, evaluation, etc.).	1.7	1.6	1.6
d. Use context to determine unknown meaning (verbal and non-verbal).	1.9	1.8	1.8
e. Compensate for speaker's verbal habits.	2.8	2.5	2.4
f. Interpret verbal and non-verbal clues to speaker's character.	3.0	2.7	2.5
g. Ask questions which help the speaker say what he means.	2.4	2.2	2.2
h. Take notes as an aid to remembering.	4.1	3.4	2.3
i. Understand non-verbal clues to meaning.	3.1	2.8	2.4
j. Identify speaker's purpose.	2.7	2.3	1.8

Discussion:

On the whole, teachers ranked comprehension skills in listening as only "Important" or "Of Moderate Importance" - a somewhat surprising finding in view of the often expressed concern for lack of listening comprehension among children in the classroom. This was one skill category where, in some cases, a higher priority was assigned with an increase in grade level. In the subskills, for example, the more complex skills such as "compensate for speaker's verbal habits (e) and "Identify speaker's purpose" (j) were considered more important at the higher grade levels than at the lower levels. However, the simpler listening skills such as "use listening to gain information" (a) and "understand and follow oral discussion" (b) were considered to have a high priority by all respondents.

Table 6-9 Mean Values
Evaluation in Listening

The student should:	Gr. 1	3	7
a. Receive all relevant information before forming an opinion.	2.4	2.0	1.5
b. Analyze and judge propoganda.	3.3	2.7	1.7
c. Use critical listening techniques. (e.g. evaluate: material presented, style of presentation, impact, use of language, retention by audience, fact vs. opinion, etc.)	3.3	2.7	1.9

Discussion:

The evaluation category produced a highly differential ranking as a function of subskill and grade level. As before, the simpler skills were ranked higher, e.g. "receive information" (a) was ranked higher than either "analyze and judge propaganda" (b) or "use critical listening techniques" (c). All skills were ranked higher by the Grade 7 teachers who rated the skills of evaluation in listening in the "Essential" to "Important" categories while the primary teacher placed them in the "Important" to "Of Moderate Importance" categories.

Table 6-10 Mean Values
Appreciation in Listening

The student should:	Gr. 1	3	7
a. Appreciate the relationship between speaking and listening.	1.7	1.7	1.9
b. Develop awareness of aesthetic qualities of sounds in language and music.	2.1	2.2	2.3
c. Enjoy oral literature and drama.	1.7	1.7	2.1
d. Appreciate the importance of listening in communication and learning.	1.5	1.5	1.7
e. Develop awareness, sensitivity, and imagination through literature, conversation and non-verbal sound experiences.	1.7	1.8	2.0

Discussion:

A somewhat different and unexpected pattern of responses occurred in the category of Appreciation in Listening. This category, considered by curriculum authorities to be comprised of complex and abstract listening skills was ranked higher in every instance by the primary teachers than by the intermediate teachers. Of the subskills, the two emphasizing more basic listening appreciation skills, i.e., "Appreciate relationships between speaking and listening " (a) and "Appreciate importance of listening in communication and learning" (d) were ranked highest by all respondents.

Table 6-11 Mean Values
Levels and Usage in Listening

The student should:	Gr. 1	3	7
a. Develop knowledge and use of all levels of listening (i.e. hearing corresponds to word perception in reading, analysis to recognize meaningful units, association of meaning with words, assimilation of words into total spoken message, reaction - covert or overt following evaluation of content, etc.).	2.1	2.2	2.2
b. Appreciate and accept source and appropriateness of dialect.	3.1	2.9	2.6
c. Understand the appropriateness of level of formality in speech.	3.2	2.9	2.5
d. Adapt listening behaviour to the purpose for listening.	2.1	2.1	2.1

Discussion:

As a general skills category, rankings placed this area among the lower of the oral communication skills with an overall ranking between "Important" and "Of Moderate Importance". As previously noted, there was evidence that the more complex skills were considered to be more important at the higher grade levels. This was shown by the higher rankings at the Grade 3 and 7 levels of the subskills "appreciate and accept dialect" (b) and "understand level of formality in speech" (c). Rankings of other, simpler and more common skills, showed a similar distribution at all grade levels.

Table 6-12 Mean Values
Memory in Listening

The student should:	Gr. 1	3	7
a. Use short term memory for sounds and long term memory for meanings.	2.2	2.2	2.3
b. Improve auditory memory.	1.7	1.9	2.1

Discussion:

Skills in this category were generally considered "Important" to "Of Moderate Importance" with a somewhat lower priority rating being given by the teachers at higher grade levels. Of the two subskills the one probably most familiar to teachers, i.e. "improve auditory memory" (b) received the higher ranking, especially at the primary level.

B. LEARNING OUTCOMES ACCORDING TO SCHOOL TRUSTEES

Table 6-13 Mean Values
Learning Outcomes - Trustee Questionnaire

The pupil should:	
a. Enunciate clearly and develop pleasing voice quality	2.1
b. Appreciate variation in pronunciation according to regional and social influences	3.0
c. Express thoughts fluently and logically	1.5
d. Use speech appropriate to circumstances in terms of formality and level	2.6
e. Use suitable speaking skills to present thoughts effectively	2.3
f. Use appropriate skills in preparing for speaking and use them in other areas	2.2
g. Understand and use different patterns and types of sound such as intonation and volume	3.0
h. Understand and follow oral discussion	1.4
i. Ask pertinent questions of the speaker	2.0
j. Listen and evaluate information before forming an opinion	1.4
k. Appreciate and develop awareness, sensitivity and imagination through listening to literature & conversation	2.1

Discussion:

All learning outcomes were relatively highly regarded by the trustee respondents. Their responses were generally in the categories "Essential" or "Of Moderate Importance", with several of the objectives being obviously preferred over the others. The most highly rated goals were those relatively simple ones concerned with fluency (c), oral discussion ability (h) and listening

prior to forming opinions (j). These generally have to do with formal and informal discussion. Those next most important were more specific and complex speaking and listening skills: enunciation (a), appropriateness of speech (d), suitable skills (e) (f), ability to ask questions (i) and development of awareness through listening (k). Those objectives least valued were ones related to social and regional influences on speech (h) and use of different patterns such as intonation and volume (g).

C. SUMMARY AND CONCLUSIONS

On the whole, there was a remarkable degree of agreement among the teachers at all levels, Grades 1, 3 and 7, as to the importance of skills. The responses varied little from group to group. Where variation occurred it was in the more complex skill areas such as in the development of types and levels of speaking skills. Here, as upward evaluation of the skill accompanied an increase in grade level of the respondent. The author anticipated that this outcome would reveal the teachers' concern for an evolving, spiral curriculum designed to meet the growing communication needs of maturing children.

6-1 Voice Skills: Teachers appeared to perceive the development of voice skills in somewhat superficial terms, focussing on enunciation rather than the more complex skills of pleasing voice quality and effective voice characteristics. These results may also be due to the desire among teachers to insure development of certain simpler prerequisite skills before proceeding with more complex ones, of which these simpler skills are a part.

6-2 Usage and Dialect in Speaking: These findings suggest that accuracy of expression is considered by teachers to be more important than matters of richness and variation in expression. Teachers at higher levels appear to see greater value in developing a wider variety of skills in this category. Here also, teachers may be focussing on the need to develop simpler prerequisite skills first.

6-3 Fluency and Precision in Speaking: Teachers generally believed fluency and precision, with respect to other subskills, to be of particularly great importance in oral language development, a result one would expect of classroom professionals. Even so, fluency was perceived to be of significantly greater importance than precision. This suggests that teachers are more concerned with the amount rather than the quality of oral expression. This view

is supported by evidence from language development studies which shows that language learning moves from fluency to control.[1]

6-4 Types and Levels of Speaking: The findings in this section, when paired with those in the previous one, suggest that teachers perceive oral language development in rather simplistic terms. They wish to focus more upon development of accuracy and precision than upon development of variation in the use of language. Here again, concern for prerequisite skill development may be the basis for these findings.

6-5 Effect of Speaking and Listening: The results in this area appear to indicate a relative lack of concern for any but verbal skill development which suggests a strong desire to link speaking and listening and to make those activities pleasurable. Development of non verbal skills was viewed to be of secondary consideration, suggesting that the importance of the non verbal message system is not fully understood or appreciated by teachers.

6-6 Use of Speech Skills: These results suggest a relative lack of emphasis upon applying and evaluating speech skills, a circumstance not uncommon in many crowded and "silent" classrooms. Greater stress might be placed on developing and evaluating speech skills in a functional setting.

6-7 Auditory Discrimination Skills: These findings suggest that primary teachers are highly concerned with developing children's listening skills in the fine or more limited elements of the phonological system of language, i.e. phonics abilities, and less concerned with regard to the broader use of listening skills to derive meaning from a speaker. This emphasis was reversed at higher grade levels, showing developmental trend in skill building.

---

[1]Loban, W.D. The language of elementary school children. Champaign, Ill.: National Council of Teachers of English, 1963.

6-8 Comprehension in Listening: These findings indicate that, while teachers are generally vitally concerned about children's listening comprehension skills, they consider the development of skills in this area as being generally only "Important" or "Of Moderate Importance". This apparent inconsistency may be reinforcement for the commonly held view that listening skills develop "naturally" unlike reading skills which have to be learned through a sequential skills program. This interpretation is reinforced by the agreement among all respondents that the less complex listening skills are much more important than the more complex ones.

6-9 Evaluation in Listening: The findings suggest that teachers believe children are not generally able or do not need to apply, except on a limited basis, evaluative skills in listening until they reach the maturity of the intermediate grades. Again, these results may be seen as evidence of the teachers' concerns for relevant skill development in terms of pupil need, ability, and readiness. As valid as this view is from the standpoint of learning theory it should also be noted that all skills can be developed in a spiral fashion and can thus be introduced early in the curriculum.

6-10 Appreciation in Listening: Conclusions arising from the findings in this area of listening may be stated as follows: Primary teachers appear to be significantly more concerned than intermediate teachers with developing in children a strongly affective response to listening tasks. The more elemental tasks in listening continue to be perceived as being more important than the more complex ones. The first of these conclusions runs counter to the commonly held belief among educators that it is the more mature child rather than the younger child who needs and is able to appreciate listening experiences. Perhaps it is the primary teachers' overriding concern for the emotional state of the students that resulted in the pattern of responses seen above. All teachers, however,

see the importance of a positive affective state in listening.

6-11 Levels and Usage in Listening: The evidence in this section points to the developmental or spiral concept of curriculum held by many teachers wherein more complex tasks are presented more fully as part of later learning experiences. While significant differences exist among rankings of skills at different grade levels, these differences are in the logical direction, i.e. more complex skills are considered more important at the lower grade levels.

6-12 Memory in Listening: The findings suggest that while teachers see a relationship between listening and memory, the relationship is held to be no more than "Important" in the primary grades and less so at the higher levels. At the lower levels it would appear that phonics skill development may make memory a more important listening skill that it is at the higher levels.

6-13 Learning Outcomes - Trustee Questionnaire: The relatively high rankings of all learning outcomes was not unexpected in that all items were chosen from a bank of accepted learning outcomes for oral communication.

Simple, conventional, and informal goals were rated as being more important than the more complex and formal objectives. This result suggests that trustees see the oral communication programme in essential or basic terms.

Relationships between Rankings of Learning Outcomes by School Trustees and Teachers

As did the teachers, the trustees saw importance in all stated objectives of speaking and listening. This result is understandable since all these goals had been selected on the basis of their generally agreed-upon importance.

The trustees, unlike the teachers, rated the objectives both higher and lower (See Tables 6-1 to 6-12). The ones they thought important they rated somewhat higher than had the teachers and conversely for those at the other end of the scale. This result may be due to the biased sample (47% of the possible respondents) and the less comprehensive view held by lay people of a total educational program.

Like the teachers, the trustees rated the simpler skills higher and the more complex ones lower. This finding suggests a somewhat narrowly focussed view of the possible range of development in oral communication.

A noteworthy variation in responses was the instance where teachers rated the development and use of varying patterns of sounds such as in auditory discrimination, tone and volume as the second highest goal, while trustees rated this objective as the least important one. This result suggests that teachers believe in the importance of developing specific speech and listening characteristics as building blocks to other larger behaviors while lay persons do not perceive the importance of such an analytical approach. Some variation in the wording of the statements for the two groups may also have produced response differences.

Variation in response also occurred in the area of usage and dialect. While teachers considered these skills to be at least "Important", trustees agreed upon the relative lack of importance of appropriate usage and dialect. This suggests a greater emphasis by trustees upon skills which might be considered more basic in oral language development.

D. INTERPRETATIONS AND IMPLICATIONS

The author presents the following interpretations and implications as they arise out of the findings and conclusions from this part of the questionnaire:

1. Because of their indicated importance by teachers, all learning outcomes identified in the present questionnaire should be considered as part of the standard curriculum for elementary schools in British Columbia.
2. In light of the consistent emphasis by respondents upon simpler skills, there should be greater emphasis placed on the importance of the more complex skills in oral communication as identified in the findings of this report.
3. Because of the resulting focus on basic skill development, the relationship between simple unitary skills of speaking and listening and the more global and unified behaviors in oral communication should be emphasized in a curriculum for elementary schools.
4. In light of the developmental trend seen in ratings of skills, sequence of skill development from primary to upper elementary should generally follow the pattern of priorities identified in the findings with some greater emphasis on the more complex skills in the primary grades.
5. Because of the indicated relative lack of emphasis on evaluation of speech behaviors, oral communication skills should be evaluated in a functional setting to determine how effective they are for communication.
6. As consistently high ratings were given to oral communication objectives, the total language arts curriculum should have oral communication adequately represented within its structure.
7. In light of their narrow view of the scope of the oral curriculum trustees and other lay persons should have more comprehensive information about oral communication skills.
8. Considering the views held by teachers and trustees of the nature and scope of oral communication, teacher educators should ensure that pre-service instruction in language arts reveals the extent of, as well as the relationships and priorities among the elements of the oral communication programme as identified in the findings and conclusions of this report.

CHAPTER 7

SECONDARY LANGUAGE ARTS/ENGLISH

ABSTRACT

The Secondary English/Language Arts Questionnaire contained a series of Skills and Objectives which the teachers in Grades 8, 11 & 12 were asked to evaluate in terms of an ideal language programme. Skills and abilities in eight general areas were presented for evaluation. Each of these areas - critical awareness, writing, general literature, drama, poetry, prose, speaking and listening and reading - contained from seven to sixteen learning outcomes.

All objectives in the questionnaire appeared to have considerable importance in the teachers' minds. The report will, however, identify the discriminations between the relative values of many objectives. The discriminations are largely between degrees of high importance, since almost all responses to all categories were either "Essential", "Important" or "Of Moderate Importance". That the teachers can and do discriminate to this degree suggests their concern for their profession and for their students. The high degree of response to the Questionnaire in general also confirms this observation.

However, the remarkable agreement over the value of these objectives for all three grade levels does tend to suggest, especially in dealing with literature, that perhaps more distinction should be made between the objectives at various levels. Mean values among the three levels rarely differed by more than .4, and it would seem that more complex and sophisticated skills of critical or stylistic analysis that might be appropriate at the higher grades may not be receiving sufficient emphasis. Moreover, the consistent emphasis at all levels on relating literature to personal experience may lead to the exclusion or de-emphasis of other literary approaches which may also fulfill the aim of anjoyment.

ORGANIZATION OF THE CHAPTER

Part A of this chapter deals with the teachers' responses to and evaluations of a series of specific ideal objectives in the major areas of Language Arts/English instruction. Part B consists of the responses of B.C. School Trustees to a slightly modified version of Part A of the questionnaire. Each of these parts contains a table of mean values* which shows the general tendency of the responses; the skills are generally grouped with the objectives that are identified as more important heading the table. The "Discussion" which follows each table outlines in summary form the major trends in the data. Part C, "Summary and Conclusions", contains the researchers' discussions of the main ideas suggested by the data in each of the major areas surveyed, followed by some general observations. Part D consists of specific interpretations deriving from Part C; these interpretations concern Secondary Language Arts/English Learning Outcomes.

The Secondary Language Arts Questionnaire was sent to all teachers at the Grade 8, 11 and 12 Levels; nearly ninety percent of the Questionnaires were returned completed. The total responses were 810 (87%) at the Grade 8 level, 350 (88%) at Grade 11, and 274 (90%) at Grade 12.

* The data in each of the tables in this chapter is reported on a value scale of 1 through 5, the first value representing the highest. The Questionnaires were designed for teachers and trustees to select a response to each item as being: 1. Essential 2. Important 3. Of Moderate Importance 4. Of Little Importance, or 5. Of No Importance.

A. LEARNING OUTCOMES IN SECONDARY LANGUAGE ARTS IN AN "IDEAL SETTING"

Table 7-1 Mean Values *
Critical Awareness

	Gr.8	Gr.11	Gr.12
A student should be able to:			
a. evaluate validity and reliability of sources of information	1.9	1.6	1.6
b. distinguish between report, judgement, and inference	2.0	1.6	1.5
c. recognize techniques of persuasion	2.0	1.7	1.6
d. perceive slanted writing	2.2	1.8	1.6
e. distinguish between connotation and denotation	2.2	1.8	1.7
f. recognize quality in written and spoken word	2.0	1.8	1.8
g. have experience in all types of communication	1.8	1.9	2.0

* 1. Essential 2. Important 3. Moderate Importance 4. Little Importance
5. No Importance

Discussion:

Teachers at all grade levels generally agreed upon the importance of critical awareness skills, since most responses were either "Essential" or "Important". More sophisticated levels of critical awareness - such as perceiving slanted writing (d) or recognizing the techniques of persuasion (c) - were deemed more important at the higher grade levels, whereas Grade 8 teachers felt that experience in all types of communication (g) was the most significant aspect of their work in developing critical awareness. Compared with other areas, such as writing and reading, Grade 8 respondents, however, placed slightly less emphasis on this area.

Table 7-2 Mean Values
Writing

	Gr.8	Gr.11	Gr.12
A student should be able to:			
a. write clearly and precisely	1.5	1.3	1.3
b. display logical development and organization	1.7	1.5	1.4
c. have an appropriate level of vocabulary to deal with his material	1.7	1.6	1.6
d. write grammatically	1.8	1.7	1.6
e. spell correctly	1.8	1.8	1.8
f. display creativity and originality	2.1	2.3	2.3
g. pay attention to handwriting and general appearance	2.4	2.6	2.6
h. write accurately with speed	2.8	2.8	2.6
i. have a knowledge of grammatical terms	2.9	3.0	3.0

Discussion:

As might be expected, teachers at all levels agreed that the ability to write clearly and precisely (a) was the most essential skill in this area; indeed, over 70% of Grade 11 and 12 teachers identified this broad skill as "Essential", one of the highest areas of agreement in this section. Organization (b) was the second most essential skill, although teachers placed marginally less emphasis on this technique at the grade 8 level. An appropriate level of vocabulary (c) and the ability to write grammatically (d) - though not necessarily with a knowledge of grammatical terms (i) - were deemed of importance, as was spelling (c). The need for creativity and originality (f) of ideas was considered important, but significantly below the five basic writing skills; curiously, this focus on ideas seemed to be of slightly less importance in the higher grades. Handwriting and general appearance (g), writing accurately with speed (h), and a knowledge of grammatical terms (i) were considered far less important skills, the latter especially being considered only "Of Moderate Importance" at all levels.

Table 7-3 Mean Values
Literature

A student should be able to:	Gr. 8	Gr. 11	Gr. 12
a. enjoy the reading of literature	1.8	1.5	1.5
b. relate literature to his own experiences or environment	1.7	1.7	1.6
c. recognize the author's purpose	1.8	1.6	1.5
d. read widely in a number of genres	1.8	1.8	1.8
e. evaluate a selection critically	2.2	1.7	1.6
f. be aware of basic elements	2.0	1.9	1.8
g. use literature as a source material for developing communication skills	2.3	2.2	2.2
h. read intensively in a few works	2.6	2.2	2.1
i. recognize and discuss various genres	2.6	2.3	2.2
j. develop a critical vocabulary to deal with literature	2.5	2.3	2.2
k. identify the tone of a selection	2.6	2.3	2.2
l. have a knowledge of the general historical background of the works or genre	3.1	2.6	2.6

Discussion:

Teachers at all grade levels seemed to agree that primarily students should enjoy their literature (a) and that they should learn to relate literature to their own experiences and environment (b) - nearly half of all respondents ranked this ability as "Essential". At the same time, however, students should be encouraged to recognize the author's purpose (c). Likewise, teachers favored wide exposure to a number of works and genres (d), rather than intensive reading in a few works (h). Intense critical evaluation of works (e) was deemed more important at higher grade levels, although even there critical aspects such as formal terminology (j) - including the identification of genre (i), and historical background (l) were ranked generally as "Important" or "Of Moderate Importance".

Table 7-4 Mean Values
Drama

	Gr.8	Gr.11	Gr.12
A student should be able to:			
a. analyze character and motivation	2.2	1.8	1.8
b. analyze plays for meaning or theme	2.5	1.9	1.8
c. visualize stage movements and action	2.5	2.5	2.5
d. relate to the play to develop his own character and potential	2.6	2.6	2.6
e. read a part convincingly	2.5	2.7	2.9
f. analyze dramatic technique	3.0	2.6	2.5
g. apply conventional terms of literary criticism	3.1	2.7	2.6
h. analyze plays in their historical context	3.4	3.0	3.0
i. write his own dramatic piece	3.0	3.3	3.5

Discussion:

All skills in this section were ranked as considerably less important than those dealing with other literary genres; most rankings, indeed, were either "Important" or "Of Moderate Importance". Analyzing plays for meaning (b), character and motive (a) were deemed most important at all three levels, and were considered slightly more important in the upper grades. Determining the historical context (h) and writing original dramatic pieces (i) were considered of less importance than other skills. Involving students in the physical action of a play - by reading a part (e) or by visualizing the stage action (c) - ranged generally mid-way between "Important" and "Of Moderate Importance" but tending toward the latter ranking.

Table 7-5 Mean Values
Poetry

	Gr.8	Gr.11	Gr.12
A student should be able to:			
a. enjoy the material	1.4	1.6	1.6
b. be exposed to a wide range of poetry	1.6	1.7	1.7
c. relate poetry to his own attitudes and values	1.7	1.7	1.7
d. comprehend the main theme and ideas	1.8	1.6	1.6
e. receive exposure to the best poetry	2.3	2.1	2.0
f. learn to improve his own vocabulary	2.3	2.2	2.3
g. read a poem orally	2.5	2.6	2.8
h. analyze poetic techniques	3.0	2.7	2.6
i. be aware of cultural and historical backgrounds	2.9	2.6	2.5
j. write his own poetry	2.7	3.2	3.4

Discussion:

Rankings of skills involving poetry tended to follow the patterns of the general literature skills, with enjoying the material (a), comprehending the main ideas (d), being exposed to a wide range (b), and relating the poems to the student's own attitudes (c) being ranked "Essential" by nearly fifty per cent of the respondents at each grade level. Again, the more formal critical skills seemed to receive less emphasis, although they were deemed slightly more important at the higher grade levels. Again, too, direct involvement through reading aloud (g) or writing original poems (j) was considered of less importance, especially in Grade 12.

Table 7-6 Mean Values
Prose

	Gr.8	Gr.11	Gr.12
A student should be able to:			
a. comprehend the literal meaning	1.5	1.3	1.3
b. enjoy the material	1.5	1.7	1.7
c. understand the main theme(s)	1.8	1.5	1.4
d. receive wide exposure to good prose	1.7	1.7	1.7
e. relate selections to his own experiences	1.7	1.8	1.7
f. analyze motive and character	2.1	1.9	1.8
g. use the material to lead to oral or written work	2.0	2.0	2.0
h. abstract factual material	2.3	2.1	2.1
i. be aware of the genre involved	2.5	2.3	2.2
j. be aware of the writer's style	2.8	2.4	2.3
k. criticize technical aspects	3.0	2.7	2.5
l. have a knowledge of the historical backgrounds	3.0	2.8	2.7

Discussion:

Responses in this section also followed the pattern of the other sections on literature, with perhaps more agreement at each of the grade levels. More emphasis was placed on comprehending the literal meaning and main ideas of a prose selection (a), but wide exposure (d), enjoyment (b), and connection with a student's own experiences (e) were all generally ranked between "Essential" and "Important" as was outcome (c), understanding the main theme. Less importance was attached to more critical aspects of analysis such as genre (i), style (j), and historical background (l), all of which skills were ranked near the level of "Of Moderate Importance".

Table 7-7 Mean Values
Speaking and Listening

	Gr.8	Gr.11	Gr.12
A student should be able to:			
a. follow directions	1.3	1.4	1.4
b. listen critically (by questioning or challenging unclear points)	1.7	1.5	1.5
c. phrase a question or make a statement clearly	1.7	1.6	1.6
d. have a vocabulary appropriate to his grade level	1.7	1.7	1.7
e. use context to construe meaning	1.7	1.7	1.7
f. understand and follow lectures and discussions	1.8	1.6	1.7
g. have a reading vocabulary appropriate to material	1.8	1.8	1.8
h. take useful notes from written or oral material	2.2	1.9	2.0
i. paraphrase accurately material delivered orally	2.1	2.1	2.0
j. paraphrase a written argument	2.3	2.1	2.1
k. read poetry and drama aloud with feeling	2.8	2.9	3.1
l. give a formal speech	3.1	3.1	3.2

Discussion:

While most speaking and listening skills, save those of formal speeches (l) and reading poetry and drama aloud (k), were ranked "Essential" or "Important", more emphasis at all grade levels was perhaps given to listening than to speaking. The ability to follow directions (a) was considered the most essential, but emphasis was also put upon appropriate vocabulary (d) and upon the clear formulation of questions and statements (c). Paraphrasing written and oral material (i) and taking notes (h) were ranked as "Important", but less so than the skills previously noted. Teachers at all grade levels were consistent in their ratings of these skills.

Table 7-8 Mean Values
Reading

	Gr.8	Gr.11	Gr.12
A student should be able to:			
a. use the dictionary effectively	1.4	1.4	1.4
b. comprehend at the literal level	1.6	1.4	1.5
c. follow directions as part of study skills	1.6	1.5	1.6
d. use book parts (contents, index, etc.) as part of study skills	1.7	1.7	1.7
e. use context clues to derive meaning of new words	1.6	1.7	1.7
f. have a large sight vocabulary	1.8	1.8	1.7
g. use the library in specific content areas	1.9	1.8	1.7
h. adjust reading rate to suit purpose and nature of the material	1.9	1.8	1.7
i. comprehend at the inferential level	2.0	1.7	1.7
j. use phonics skills to pronounce new words	1.9	2.0	2.0
k. use appropriate organizing skills	2.3	1.8	1.9
l. comprehend at the critical level	2.4	2.0	1.9
m. use structural analysis to understand new words	2.0	2.1	2.2
n. differentiate between informational and narrative material so as to use appropriate skills to deal with each	2.3	2.1	2.0
o. use references in specific content areas for research	2.3	2.1	2.0
p. use graphic aids	2.5	2.5	2.6

Discussion:

Teachers at all three levels agreed remarkably on the importance of the listed reading skills; eighty to ninety per cent of the respondents rated skills (a) to (o) as either "essential" or "Important". The abilities to use the dictionary effectively (a), to follow directions (c), and to comprehend at the literal level (b) were deemed the most essential, whereas responses to basic research skills, involving references and the library (g), (o), clustered around the "Important" ranking. Comprehension at the inferential and critical

levels (i) and (l) were considered more important at the higher grade levels, while concentration on phonics skills (j), vocabulary (f), and contextual analysis (e) remained consistently high. The use of graphic aids (p) seemed of less importance than any other reading ability.

B. LEARNING OUTCOMES ACCORDING TO SCHOOL TRUSTEES

Some 228 trustees (a response rate of 46%) answered a slightly modified version of Part VIII of the Questionnaire to express their opinions on the ideal learning outcomes for a student completing Grade 12. Trustees were asked to respond "in terms of the knowledge, skills and attitudes that are needed by these students in order to further their individual development and contribute to society in general." Tables 7-9a to 7-9e below, indicate the mean responses in the major areas of concern. The objectives are ranked in order of decreasing importance according to the trustees' responses; the Grade 12 teachers' responses are included for comparison.

Table 7-9a Mean Values*
Critical Awareness

Students should be able to:	Trustees	[illegible]
a. assess validity and reliability of information sources	1.6	1.6
b. perceive slanted or biased writing	1.6	1.6
c. distinguish between report, judgement and inference	1.7	1.5
d. participate in all types of communication	1.7	2.0
e. distinguish between implied and literal meanings	1.8	1.7
f. recognize the techniques of persuasion	2.0	1.6
g. recognize quality in the spoken and printed word	2.1	1.8

*1. Essential 2. Important 3. Moderate Importance 4. Little Importance 5. No Importance

Table 7-9b Mean Values
Writing

	Trustees	Gr.12
Students should be able to:		
a. express themselves clearly and precisely	1.3	1.3
b. write grammatically	1.6	1.6
c. spell correctly	1.6	1.8
d. display logical development and organization	1.7	1.4
e. use vocabulary of an appropriate level	1.8	1.6
f. write legibly and neatly	2.1	2.6
g. write accurately with speed	2.3	2.6
h. define grammatical terms	2.4	3.0
i. display creativity and originality	2.5	2.3

Table 7-9c Mean Values
Literature

	Trustees	Gr.12
Students should be able to:		
a. enjoy the reading of literature	1.9	1.5
b. use literature as background material for developing communication skills	2.1	2.2
c. read widely in a number of literary styles and types	2.1	1.8
d. recognize the author's purpose	2.2	1.5
e. evaluate a selection critically	2.3	1.6
f. recognize basic elements	2.4	1.8
g. understand the general historical background	2.6	2.6
h. develop a vocabulary suitable for literary criticism	2.6	2.2
i. recognize and discuss various types of literature	2.7	2.2
j. read intensively in a few works	2.8	2.1
k. relate literature to personal experiences	2.8	1.6

Table 7-9d Mean Values
Speaking and Listening

Students should be able to:	Trustees	Gr.12
a. understand and follow lectures and discussions	1.3	1.7
b. follow directions	1.4	1.4
c. phrase a question or statement clearly	1.5	1.6
d. listen "critically"	1.6	1.5
e. take useful notes from written or oral material	1.7	2.0
f. paraphrase accurately oral material	1.8	2.0
g. discern meanings of words from their placement	2.0	1.7
h. paraphrase a written argument	2.1	2.1
i. present a formal speech	2.6	3.2
j. read poetry and drama aloud with feeling	3.2	3.1

Table 7-9e Mean Values
Reading

Students should be able to:	Trustees	Gr.12
a. follow written directions	1.4	1.6
b. use the dictionary effectively	1.4	1.4
c. use the library effectively for individual research	1.5	1.7
d. use the library effectively for enjoyment	1.6	-
e. develop a large vocabulary which they recognize on sight	1.6	1.7
f. use appropriate organizing skills	1.7	1.9
g. use tables of contents, indexes, appendixes	1.7	1.7
h. comprehend literal meanings	1.8	1.5
i. determine the purpose for reading and use the reading skills appropriate to the subject	1.9	2.0
j. comprehend material sufficiently to offer criticism	1.9	1.9
k. use phonics skills to pronounce new words	1.9	2.0
l. adjust reading rate to suit purpose and nature of material	2.0	1.7
m. apply structural analysis to understand new words	1.9	2.0
n. derive the meaning of new words from context	2.0	1.7
o. comprehend any implied meaning	2.0	1.7
p. use graphic aids such as film slides and photos to complement their reading	2.9	2.6

Discussion:

In general, the trustee responses followed the same patterns as the Grade 12 teacher replies in dealing with basic skills of Critical Awareness, Writing, Reading, Speaking, and Listening; variation tended toward trustees giving a higher rating to basic skills than to more complex or sophisticated abilities. In Critical Awareness (9a), trustees gave less emphasis to the recognition of quality or of techniques of persuasion, but generally ranked all other skills between "Essential " and "Important". Likewise, in the Writing section (9b), trustees agreed with teachers on the essential ability to write clearly, precisely, and grammatically; they also gave slightly more

importance than the teachers to the knowledge of grammatical terms, handwriting and general appearance, spelling, and writing accurately with speed, although both groups agreed that these were of secondary importance generally.

In the area of Speaking and Listening (9d), the trustees also agreed generally with Grade 12 teachers, but again placed more emphasis on basic "practical" skills, such as understanding and following lectures, taking notes, and presenting a formal speech. Likewise, responses in the Reading area were very similar, with only minimal differences in the ratings of skill areas; only marginally less emphasis was given to deriving meanings from context or comprehending the literal meaning of selections, and slightly more emphasis was accorded to the use of the library.

As for Literature (9c), however, the trustees' responses differed considerably from those of the teachers as well as from their own in the other areas: they attached less importance in general to literary study. Except for such student goals as enjoying literature, most responses in the general area fell either in the "Important" or "Of Moderate Importance" categories. Perhaps the most significant difference, however, was in relating literature to personal experiences,(k) rated "Of Moderate Importance" by trustees but between "Essential" and "Important" by teachers.

C. SUMMARY AND CONCLUSIONS

This section examines the findings of the data in the major sections of Parts A and B. It offers explanations for the major trends noted, as well as ideas suggested by the overall patterns of the responses. Such discussion forms the basis of the Recommendations of Part D.

(7-1) Critical Awareness: The fostering of critical awareness was deemed an important part of the secondary English programme at all grade levels. The movement from general exposure in the earlier grades to more specific analysis seems appropriate to the developing critical abilities of students as they move on to the higher grades. Certainly the ability to recognize quality in written and spoken language should be constantly emphasized throughout Language Arts teaching.

(7-2) Writing: The goals were clearly oriented toward clarity of expression, although a knowledge of formal grammar was not regarded as a necessary concomitant skill. Such emphasis on clarity seems most approriate and suggests that teachers are concerned with the basic nature of writing - clear communication - over such mechanical skills as handwriting and speed. There may be a danger, however, that in focussing on technical means of improving and developing clarity, teachers may neglect to encourage creativity and originality of ideas--the quality of the content of expression.

(7-3) Literature: Again, there was considerable agreement on the most important aspects of the teaching of literature, and again the more critical and analytical skills were deemed more important at the higher grade levels. The completely consistent responses at all grade levels concerning relating literature to the student's own experience raises the question of a possible narrow response to literature: students may become so accustomed to relating literary works to personal values and experiences that they fail to see how such works can broaden that experience; students should be encouraged to react to literature objectively (i.e. critically) as well as subjectively.

(7-4) Drama, (7-5) Poetry and (7-6) Prose: The conclusions in specific areas of literature are much the same as those for the section on literature in general. The responses to drama suggest, besides a lack of importance attached to the form, a possible lack of training in or exposure to it;* low rankings of the goals suggest that teachers may be treating it much like other forms of written literature. More time should perhaps be devoted to drama, possibly by extending its range to include films and television. More emphasis should perhaps be placed on active involvement on the part of students, especially at the higher grades, to balance that given to critical reading and

---

*In Part I of the Questionnaire, which dealt with teachers' general backgrounds, less than 40 per cent of the respondents indicated training in the area of drama (24.9% at Grade 8, 38.6% at Grade 11, 37.6% at Grade 12), compared with 65-72% in composition and 90-98% in English literature.

analysis of the printed works. Responses to the poetry section gave more importance to dealing with poetry than with drama, but again more involvement in the special nature of poetry - reading aloud and writing original poems - might be encouraged at the upper levels.** If, as research has shown, a student's interest in poetry declines as he progresses through the school system, it may be because it becomes something merely to read and to analyze rather than to participate in. Students must recognize that literature, though it is language, need not merely be printed, it may also be oral.

(7-7) Speaking, (7-8) Listening and Reading: Teachers agreed on the importance of basic skills in speaking and listening, especially those most useful to the "classroom experience". More emphasis on formal practice in oral work might be beneficial, especially in the upper grades. Basic reading and research skills were also deemed important at all three grade levels; more emphasis might be put on working with graphic aids to research (slides, photographs, tables). However, since these two areas concern general skills that are perhaps more integrated with the other areas than treated as separate units of instruction, the analysis of the "Instructional Practices" section of the Questionnaire will probably be more useful in determining specific recommendations in these two areas.

Relationships between Rankings of Learning Outcomes by School Trustees and Teachers: Predictably, trustees' responses tended to emphasize the "basic skills" of reading, writing, speaking and listening, without much discrimination between these and more specialized abilities - most of these basic skills were ranked as "Essential" or "Important" by a large percentage of respondents; teachers tended to show more discrimination among the various skills. The lesser concern for the study of literature suggests the possibility of conflict between the two groups over appropriate aims, such that it might be necessary for teachers and others to promote the importance of the study of literature among the public.

** See Part III: Instructional Practices (Poetry and Drama) in the next phase of this report.

D. INTERPRETATIONS AND IMPLICATIONS

The authors present the following interpretations and outcomes: implications as they arise out of the findings and conclusions from this part of the questionnaire.

1. Since the majority of teachers ranked all the listed outcomes as being either "Essential", "Important" or "Of Moderate Importance", it seems clear that the Questionnaire has defined basic desirable skills that students should possess at different grade levels -- thus all learning outcomes identified in this Questionnaire should be included in the Secondary Language Arts Curriculum. These skills might well be ranked according to primary and secondary importance at each grade level. The relative evaluations could be used as a general guide, but Curriculum Committees should ensure that distinctions between emphases at different levels are clear, so that students not only develop more sophisticated skills but know that they are doing so (there may be a feeling being communicated to students of a lack of distinction between or progress in Language Arts skills as the students move through the secondary grades). Statements 2 - 4 attempt to deal with this idea.

2. Due to relatively low rankings for participation in literature, greater stress should be laid upon active involvement in literature - the writing and speaking of poetry and drama - and upon critical analysis and historical backgrounds as means of increasing enjoyment, especially in the upper grades.

3. Since most teachers agree on the importance of the students' learning to enjoy literature, the relatively low emphasis given to matters of critical analysis and historical background suggests that teachers see them as perhaps mere esoteric pursuits. However, the teaching of literature through involvement and critical analysis with the aid of increasing the reader's enjoyment, rather than of only perpetuating academic formulas, should stimulate creativity and understanding to the benefit of both pupil and teacher, thus:

a. Stress should be placed on the importance of literature as the broadening of one's experience by increasing the knowledge of other times, places and peoples.

b. Stress should be placed on the importance of quality and originality of ideas as well as clarity and precision in student writing.

c. Education of teachers should emphasize the importance of literature not merely as written language but as living language to be heard and spoken as well as read; this goal could be achieved by emphasizing the sensuous differences (the visual nature of drama, for instance, and the oral nature of poetry) in literature and by involving the teacher/student in more direct participation in reading, writing and listening skills associated with literature.

4. In view of the high rankings accorded to speech and reading, stress should be given to the necessity for expanding speaking and reading skills, especially at the upper grade levels.

5. Considering the relatively low importance trustees attached to literature, the importance and validity of the study of literature at the secondary level should be re-affirmed for trustees and other lay public.